# REPORT RESUMES

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SPECIAL MOTIVATIONAL ACTIVITIES FOR PROMOTING CERTAIN PROBLEM AREAS IN READING.
BY- DAWSON, MARVIN SPENCER, GARY D.
CARROLL COUNTY BOARD OF EDUCATION, GA.
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A CURRICULUM GUIDE PRODUCED AT AN INSERVICE TRAINING COURSE ON "PROBLEMS IN TEACHING READING" BY TEACHERS FROM CARROLL COUNTY SCHOOLS, GEORGIA, IN THE SPRING OF 1966 IS PRESENTED. IT OFFERS GENERAL MOTIVATIONAL READING ACTIVITIES WHICH PROMOTE GROWTH IN CERTAIN PROBLEM AREAS IN READING. RECOGNIZING THAT THERE CAN BE NO EFFECTIVE LEARNING WITHOUT MOTIVATION, ONE GROUP OF TEACHERS PREPARED READING GAMES AND EXERCISES WITH SOME MOTIVATIONAL VALUE. GUIDED BY THE PRINCIPLE THAT PHONICS IS THE STARTING POINT IN THE PROCESS OF TEACHING A CHILD TO READ, TWO OTHER GROUPS WORKED ON GRADED PHONICS AND WORD RECOGNITION ACTIVITIES TO DEVELOP AUDITORY DISCRIMINATION, VISUAL DISCRIMINATION, WORD BLENDING, AND CONTEXTUAL APPLICATION, AND SUGGESTED SOME GUIDELINES IN THE TEACHING OF PHONICS. THE CONTEXT APPROACH, THE WORD ANALYSIS APPROACH, AND THE BASE APPROACH TO VOCABULARY BUILDING WERE USED BY A FOURTH GROUP IN FORMULATING EXERCISES IN VOCABULARY SKILL DEVELOPMENT. SPECIFIC ACTIVITIES FOR GROWTH IN COMPREHENSION, LISTENING SKILLS, AND STUDY SKILLS WERE ALSO DEVELOPED. (NS)

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# SPECIAL MOTIVATIONAL ACTIVITIES FOR PROMOTING CERTAIN PROBLEM AREAS IN READING

a
project
accomplished during an
in-service training course
problems in teaching reading
by the teachers of
Carroll County Schools
Spring, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RE 000 970

Instructors:
Dr. Marvin, Dawson
and
Dr. Gary D. Spencer
of
Auburn University

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## PHONICS & WORD ATTACK SKILLS

## SECTION III

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# Preface

Motivational factors are complicated. Progress has been made in predicting achievement on the basis of high and low levels of motivation.

There are simple steps to take in enhancing levels of motivation in the students. However, the following factors must be understood:

1. No learning takes place without motivation.

2. Reinforcement should be used to motivate.

3. Negative motivation leads to avoidance behavior.

Steps in enhancing levels of motivation are:

1. Identify existing incentives in the students.

2. Help students to establish realistic goals.

3. Keep students informed of academic progress.

4. Provide students with opportunity to successfully achieve.

5. Constructive criticism is best, but negative criticism is better than none at all.

6. Make lessons meaningful.

7. Learn to identify physical, social and emotional differences in the lives of students.

# SECTION I

## GENERAL PROCEDURES AS APPLIED TO MOTIVATION AND OTHER SPECIAL SKILLS

GROUP MEMBERS

Juanita Ridley
Helen Strickland
Geraldine Caldwell
Michael Entreken
Warren Powell

## READING READINESS

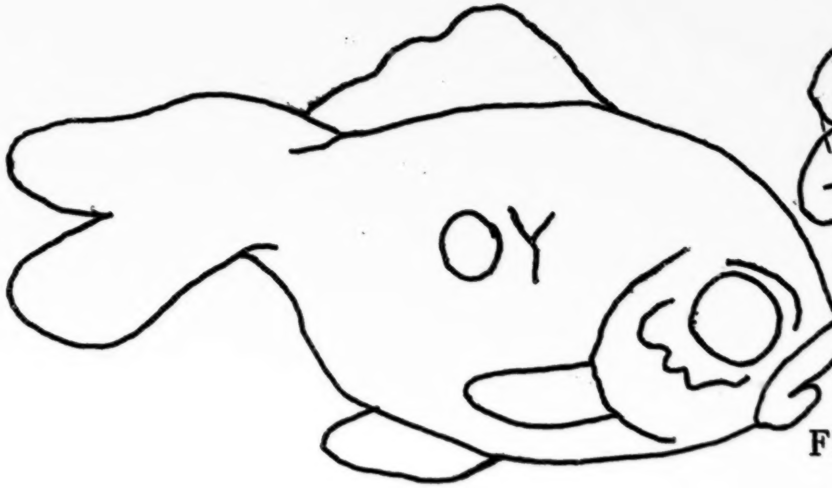
Children sit in a circle with one child as "it". "It" points to a child who must reply with a sentence, "My name is ____________." If the child makes a sentence he becomes "It". The child pointed to may be required to give the name of a person to his left or right in a sentence or to introduce the children on each side of him.

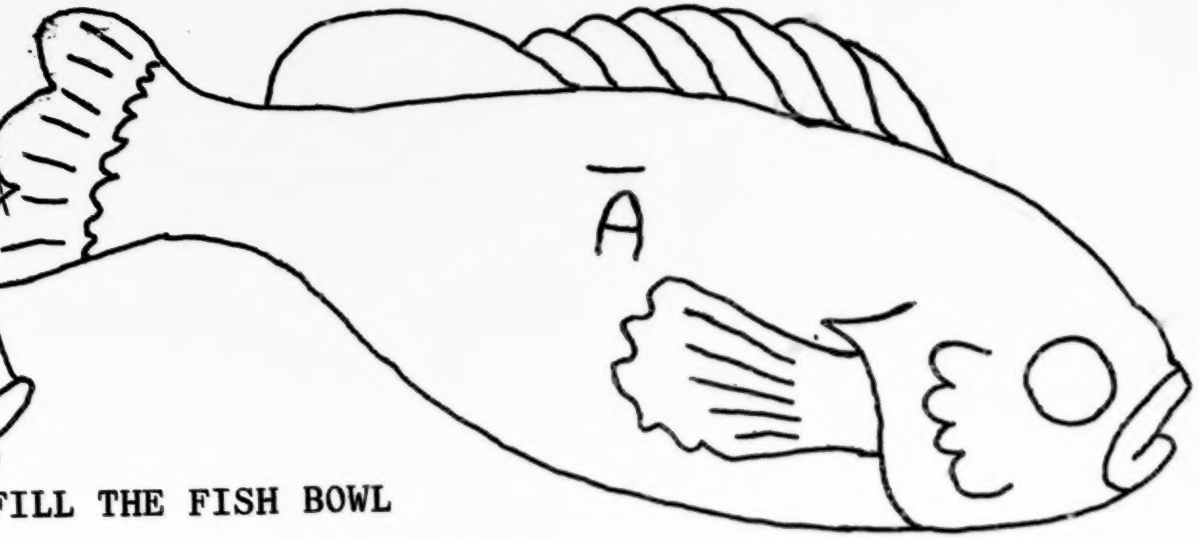
## PRIMARY

### II & III "Train Race" (first grade)

Two sets of chairs are arranged in rows to represent trains on parallel tracks. A "conductor" stands at the door of each train with a series of flash cards. The passengers must read one "ticket" (flash card) correctly to get on the train. When all the passengers are seated, the train empties in the same manner. The first train to be loaded and unloaded wins the game. Be sure that several children get to pretend they are the conductor.

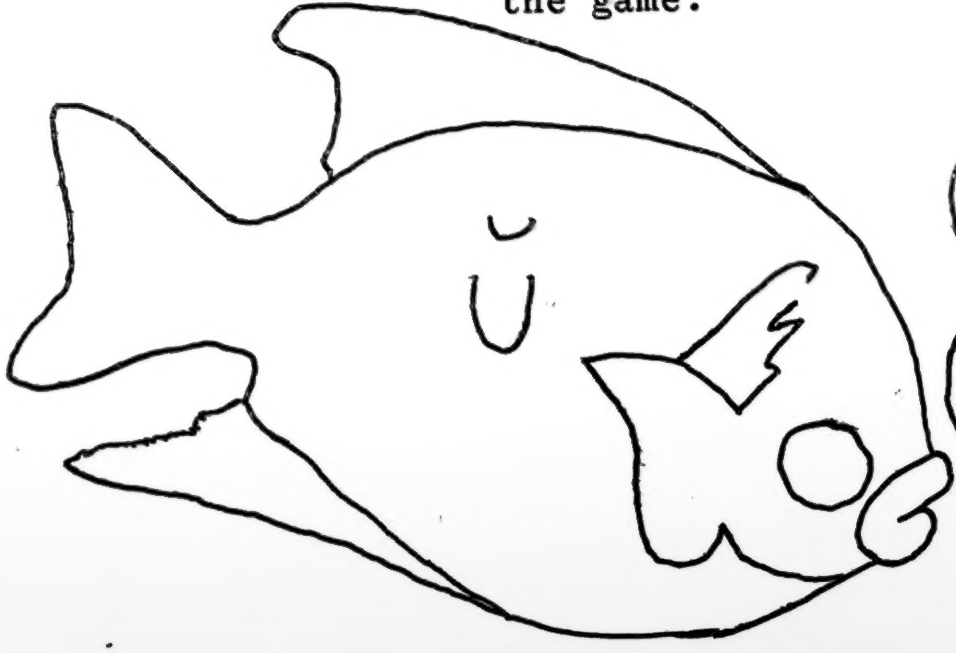
This is also good to use with alphabet cards to get the children to recognize the letters themselves, to recognize the sound of the letters, and to give words starting with the sound of the letter.

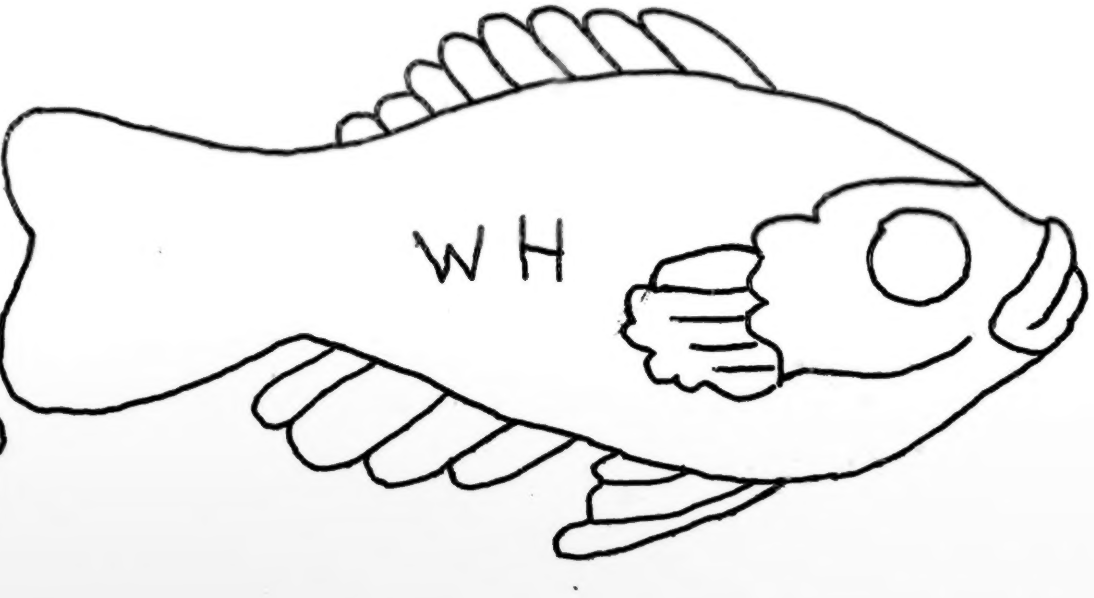




## FILL THE FISH BOWL

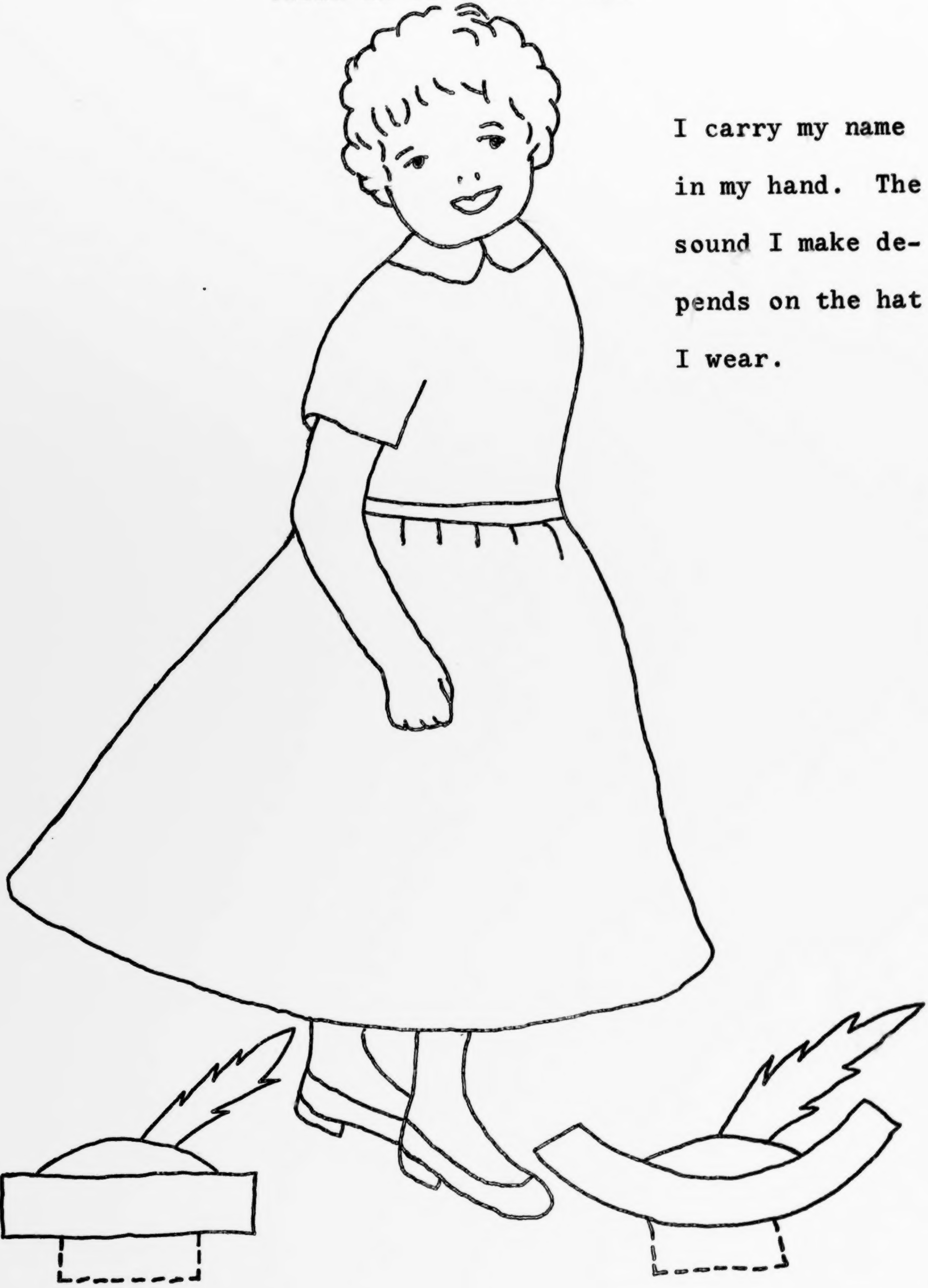
Put sounds on fish. Give each child 4 fish. The teacher calls sounds, and the child having the sound puts it in the fish bowl. The first child to get rid of all his fish, wins the game.





## THE VOWEL QUINTUPLETS

Make 5 girls and put a different vowel in each one's hand.

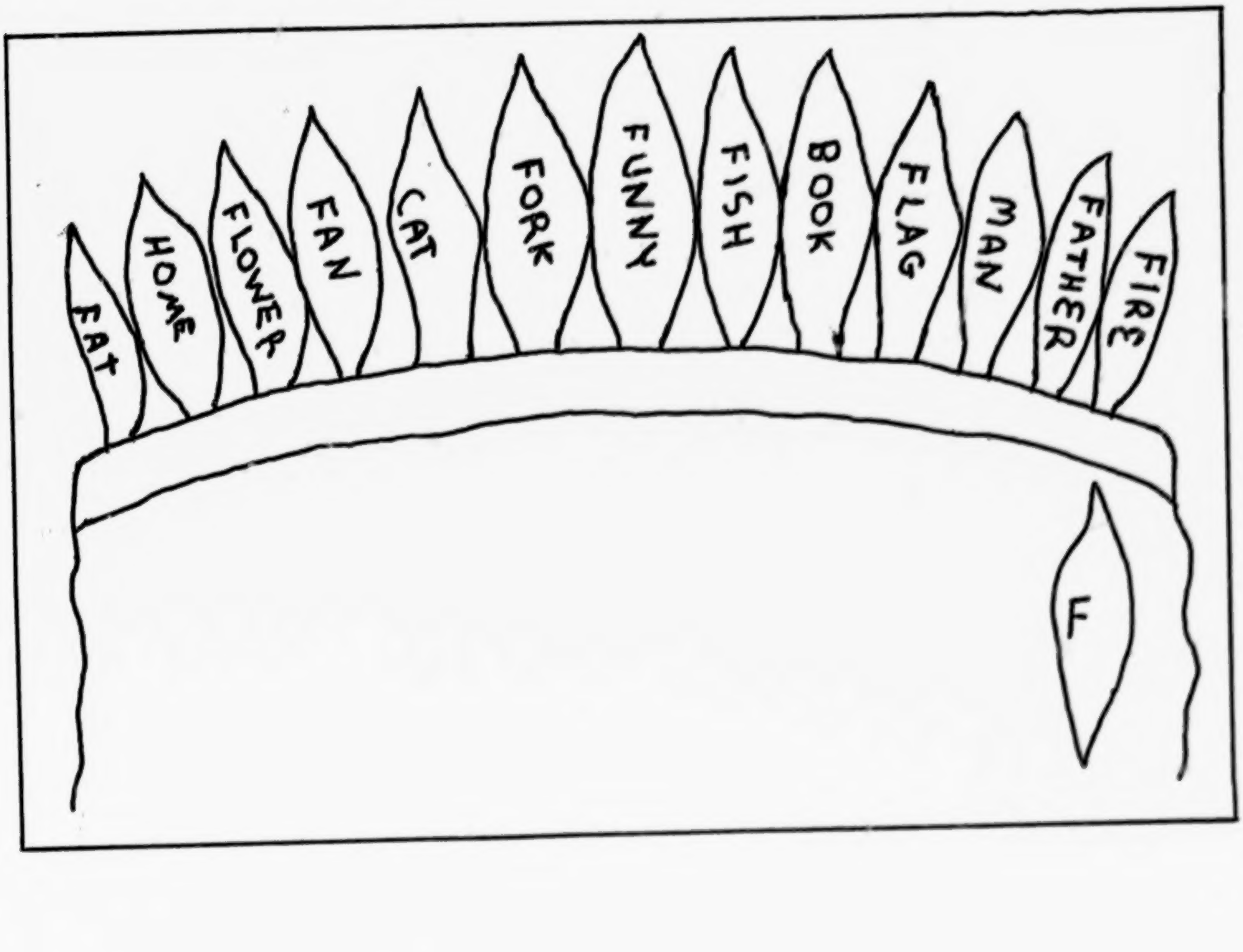


I carry my name in my hand. The sound I make depends on the hat I wear.

## Indian Chief    Grades 1-2

A. Preparation and Materials: Mimeograph pictures of an Indian headdress. On each feather, write a word, having the majority of words beginning with the letter in the feather pictured in the lower right-hand corner of the sheet.

B. Introduction to the Class: Would you like to be an Indian Chief? You may be one if you can color the feathers in this headdress in exactly the right way. Look at the feather at the bottom of the page. What letter is written on that feather? Now look at the feathers in the Indian's headdress. You may color only the feathers on which is written a word beginning with that letter.



Say the name of each picture.
In which one do you hear the ō?
Draw a line under that picture.

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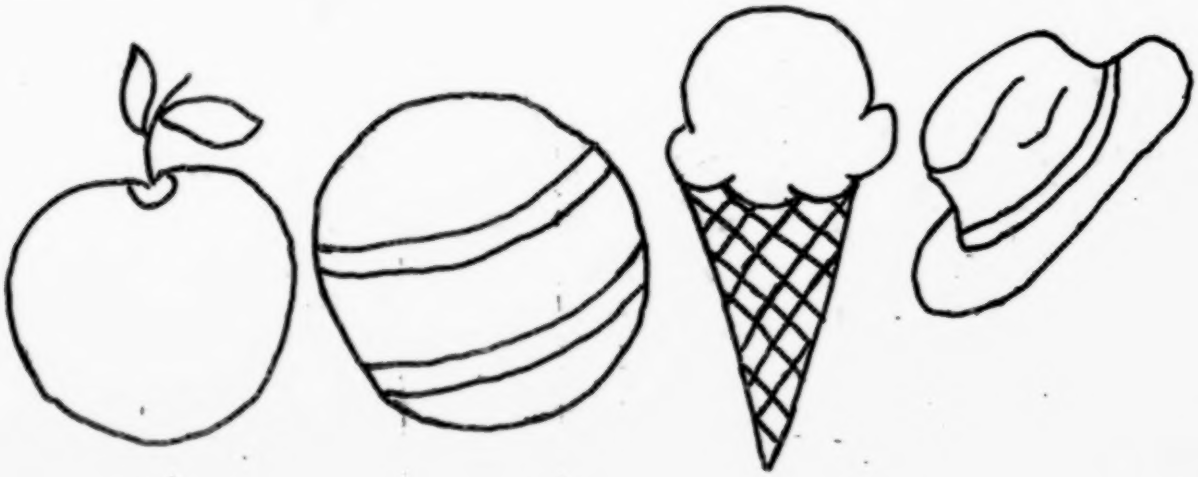

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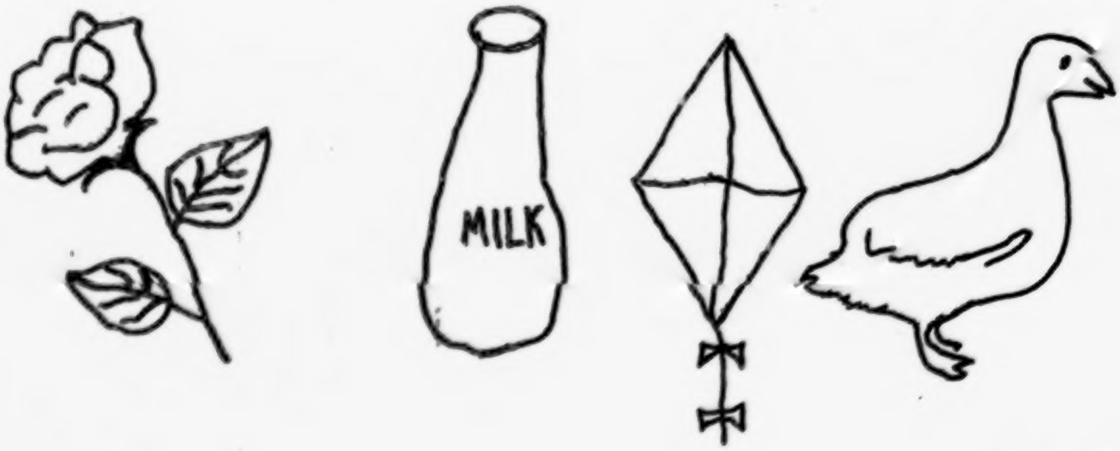

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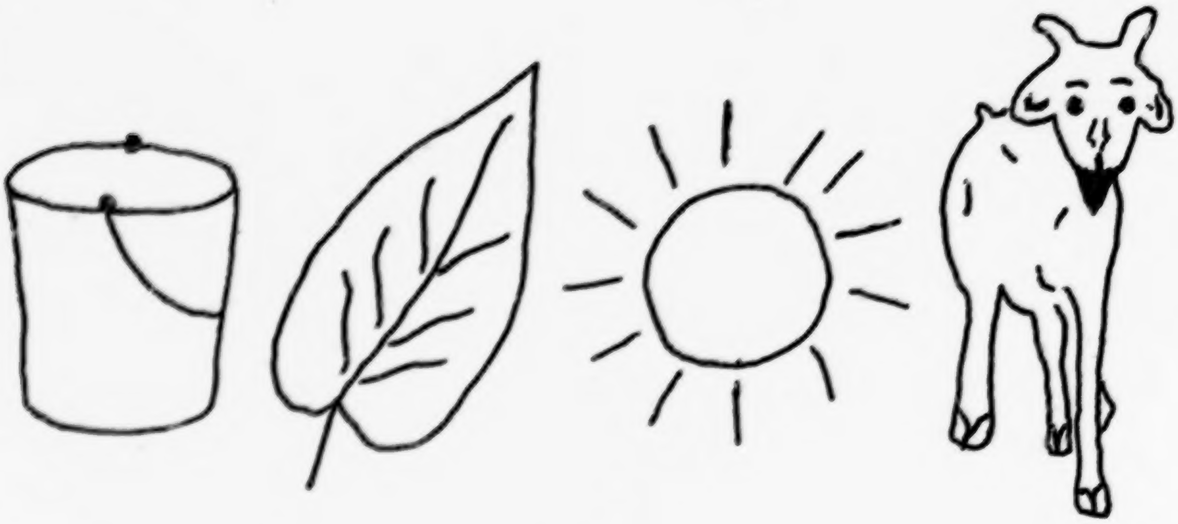

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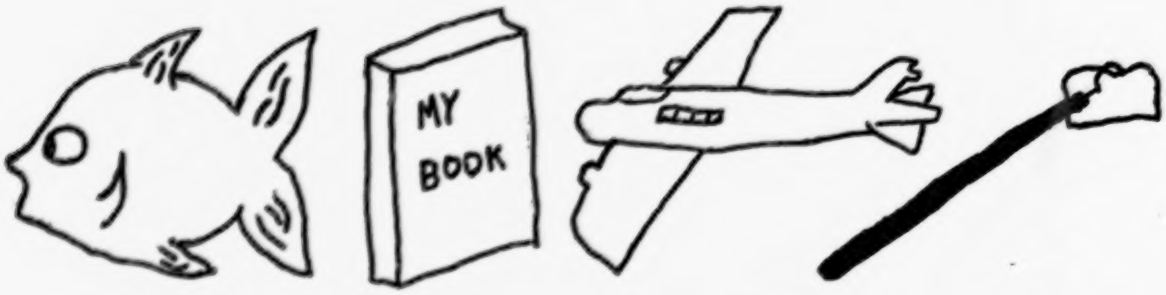
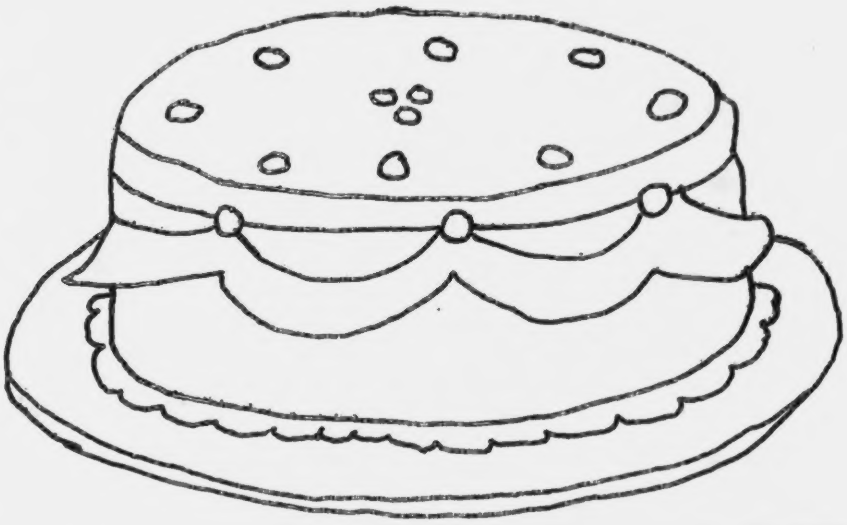
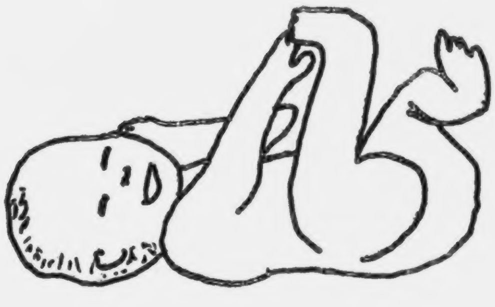
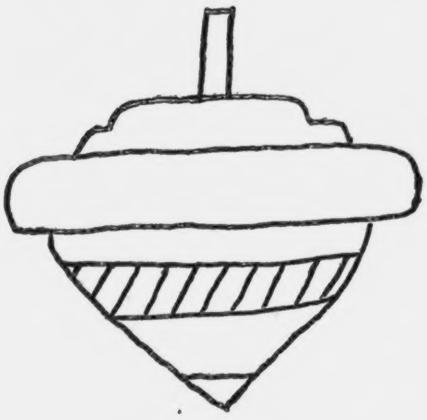
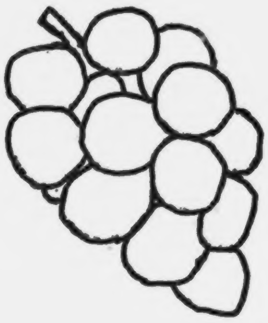


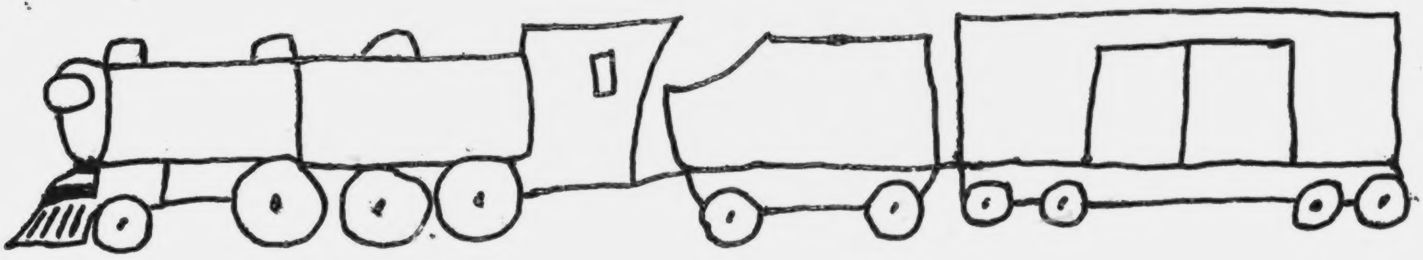
Say the name of the picture.
Draw a line under the picture
if you hear ā in its name.

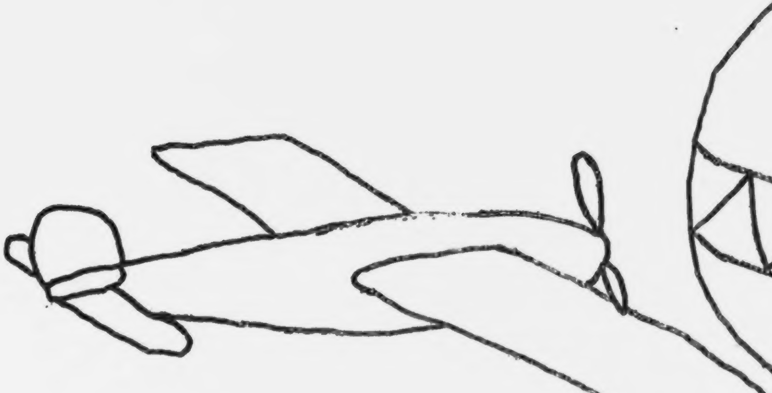


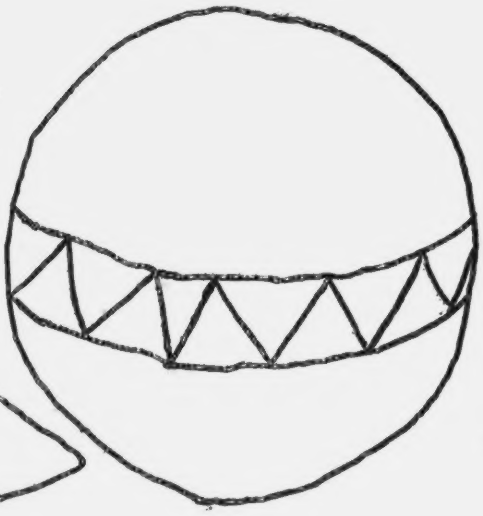


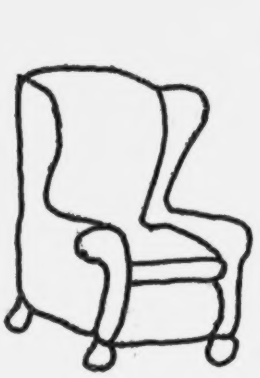












Draw the macron over the vowel whose sound you hear.

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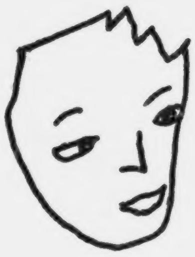
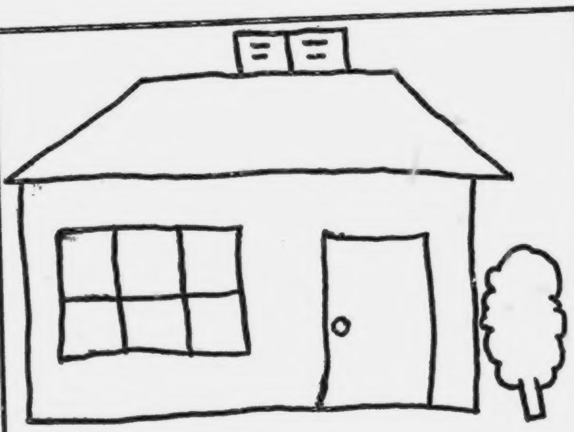
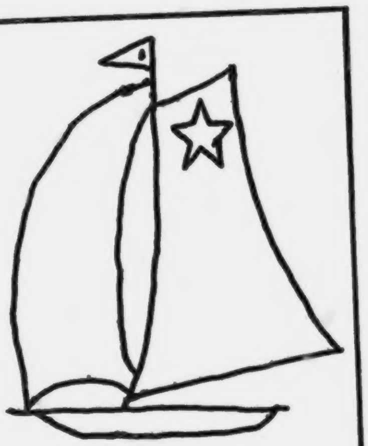
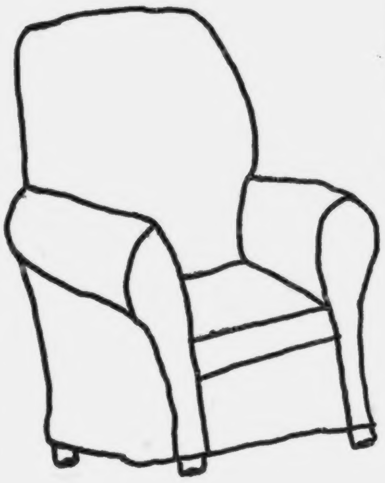
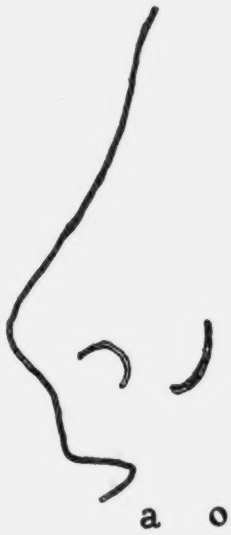
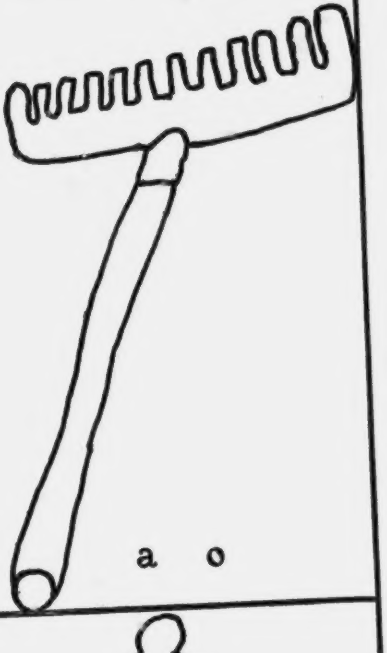
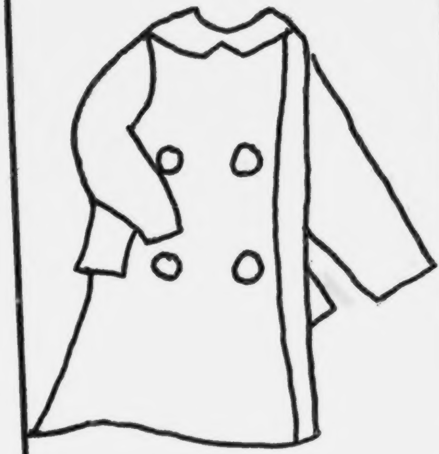
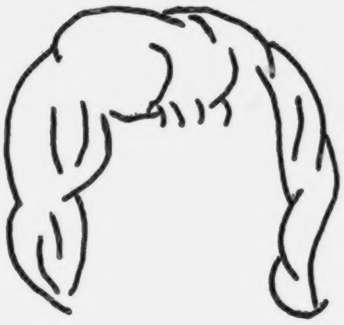
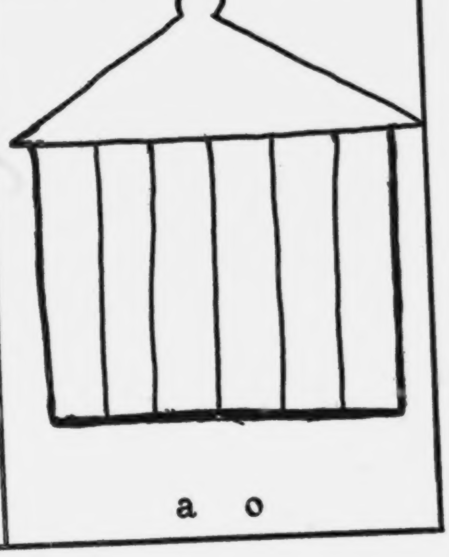
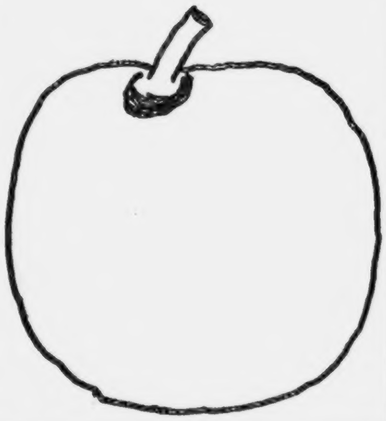
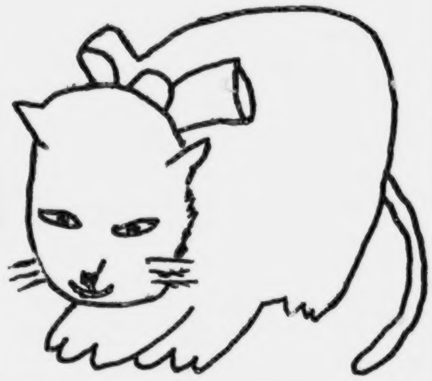
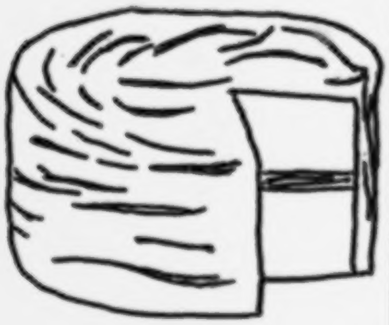
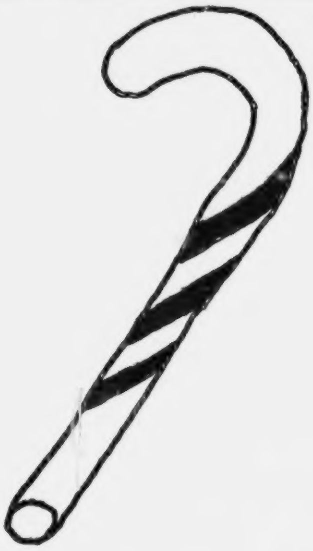
| <br>a o | <br>a o | <br>a o |
| <br>a o | <br>a o | <br>a o |
| <br>a o | <br>a o | <br>a o |

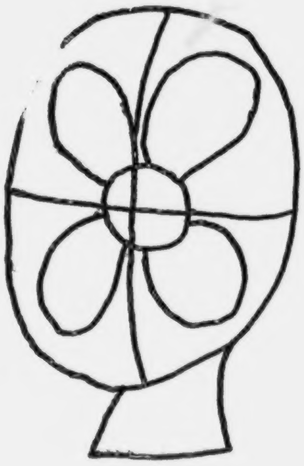
Say the name of the picture. Did you hear ā or ă? Put the correct mark over each a.

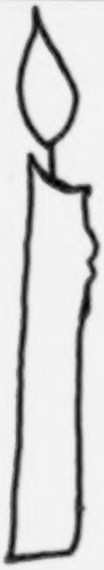


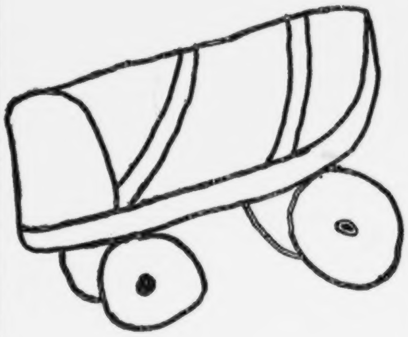


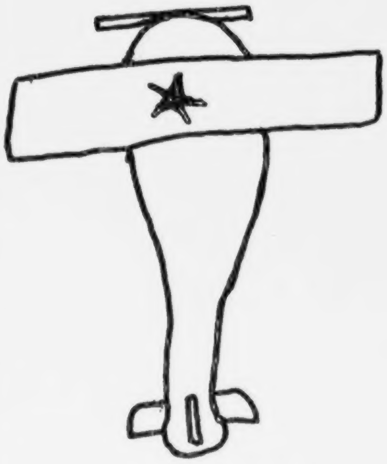


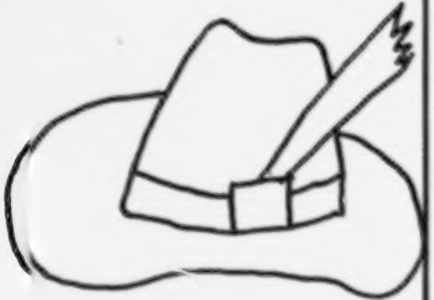












**CREATIVE WRITING:** Have students to make scrapbook containing interesting pictures cut from newspapers and magazines. On the page opposite the picture is an envelope made to accomodate notebook size paper. Children wishing to do creative writing, choose one of the pictures and write a story, poem or play. They then slip it into the packet or envelope where it is available to the rest of the class for reading.

**MATERIALS:** Scrapbook, tagboard for envelopes and old newspapers and magazines.

**PLAYING POSTMAN:** Collect a set of 3"/5" cards with words that need to be practiced. A large cereal box makes a good mailbox. Cut a slit 3½"/4" wide near the top of one side. Tie two such boxes together and label one "Mail Box" and the other "Dead Letters". The children in turn draw cards. If a child knows the word on his card, he may mail it, otherwise the card goes into the dead letter box. The child should strive to mail all his cards as "Letters".

**PIN LEAVES ON TREE:** Draw a large tree with barren branches on tagboard. Give children yellow, brown, construction paper to make several leaves. Make a numbered list of difficult or new words on the chalkboard. Have the leaves in a box alongside a box of thumbtacks, and assign several words to each child to copy on the leaves. Pin the tagboard on an easel or the bulletin board. If the child can read the word to the teacher or another child, he may pin it on the tree.

As a number concept game this is fun too. Put number facts on the leaves and answers on the tree. Child matches numbers to answer.

What does it take to create a television show? Maybe not what you think! A pretty good production has been created by the use of: interesting reading material, a grocery box, two sticks, a roll of white paper, water paints, the imagination of a group of third grade boys and girls and a teacher in the background to guide and help where needed.

Favorite stories were read and illustrated on strips of paper. When completed they were fastened to the roller sticks which had been attached to the cardboard box, with one side cut away, and real TV show was in full swing. Charlie or May narrated and read selections, to explain the pictures as they were rolled, by the "camera crew". Background music was furnished by Linda, who had practiced operating the record player at just the right volume. John held the flash light, and knew just where to focus it. The sound effects group thought their job most fun of all, but they were careful not to "over do" it.

The venture was considered a success as a considerable amount of reading, planning, careful preparation, self control and ingenuity, had been involved.

I. ACTIVITY FOR TEACHING READING (Word recognition) during Level I Grade 1.

(A) Write color names on cards or strips of paper.

(B) Place them on chairs.

(C) Cut out strips of colored paper to match the words.

(D) Let pupils get colored strips and place on correct words.

(E) Let each member of the group take turns in the activity.

(F) Check to see if correct matching has been made.

(G) If pupils do not match correctly let them have a second trial. (Time-about 15 min.)

II. ACTIVITY FOR TEACHING READING (Sentence meaning) during Level II Grade 1.

(A) Write several known words in an unorganized form on the board.

(B) Write some of the words beginning with capital letters, and some beginning with lower case letters.

(C) Call attention to the capital letters that begin the sentences.

(D) Let pupils say the words.

(E) Encourage them to make sentences different from the ones that have been made before their turn.

(F) Teacher takes pointer (yardstick) and shows class members how to play the game.

(G) Let pupils take turns pointing to the words that they want to read. (Time - about 20 min.)

## FIND THE REASON

In this story you will find the reason for each idea listed below the story. After each idea write the reason. You may use the words from the story or your own.

Walter lived in the northern part of the country. His home was miles away from his school. In fact, most of the boys in his class had to travel a long way to school each day.

One evening, soon after he returned home the sky was covered with gray clouds. The temperature began to drop rapidly. The weatherman, in his nightly T.V. broadcast, made an unfavorable report. Hearing this, Mother put out extra blankets and quilts for the family to use that night. Walter's father was glad to find plenty of oil on hand when he went to check.

1. Walter rode to school.

2. This story happened in present times.

3. The story could not have happened in Florida.

4. Walter's family slept in unheated rooms.

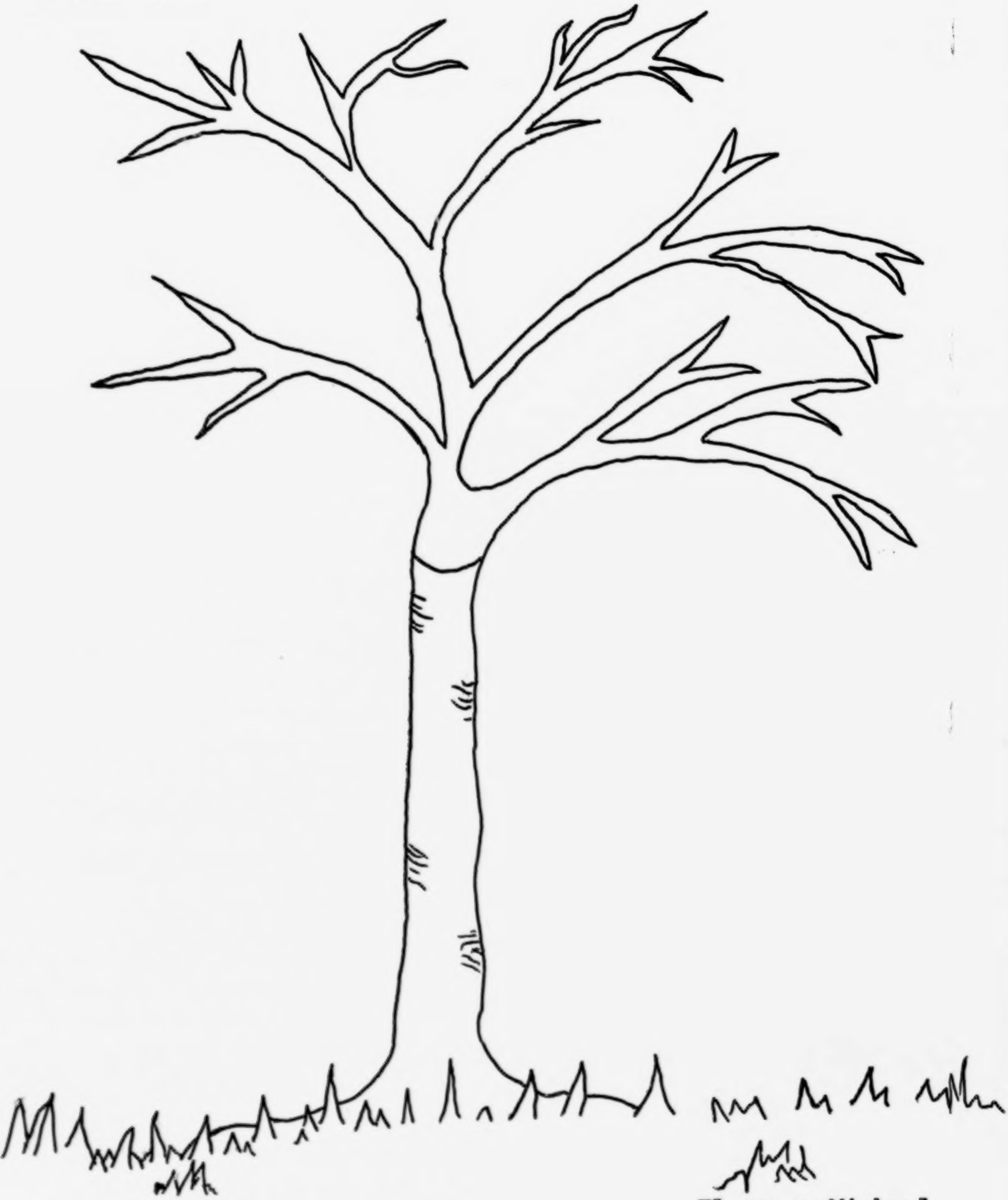
5. The family expected snow rather than rain before long.

6. The expected snowfall would be very heavy.

7. Walter's parents were cautious.

8. A heavy snowstorm would not be a new experience for Walter's family.

HANGIN' TREE



Florence Michael
Elizabeth Bolles

## "HANGIN' TREE" INSTRUCTIONS

### Type #1

1. Use a white or light blue flannel board approximately the size of a one-section bulletin board as background.

2. The tree, of brown construction paper, should be backed with sandpaper or light-weight flannel so that it sticks. (or this could be tacked directly on the flannel board.)

3. Papers on which are written "outlaw" words (those not pronounced by phonetic rules) should be of fairly light-weight paper and should be attached to colored string or yarn, either of which easily sticks to the board.

    a. "Outlaw" words may be put simply on white 2½" x 3" paper.

    b. "Outlaw" words may be in shapes of western bad men and of varied colors.

    c. "Outlaw" words may be in shapes of what the words bring to mind, or just of varied shapes. (Example: "laugh" might be on red construction paper in the shape of a smiling mouth.)

4. When "outlaw" words are new and unmastered, they sit high in the tree, comfortably in branches. When they have been mastered, they hang or dangle from the strings or yarn on the lower branches.

### Type #2

1. Use white or light blue construction paper the same general size as the flannel board in Type #1 for the background.

2. The tree, of brown construction paper, has branches tacked flush against the background.

3. The trunk is a half-tube, standing out, rounded, away from the background.

4. At the roots, under grass which is also standing out away from the background, is corrugated cardboard bottom, sturdy enough to hold papers dropped down the trunk of the tree.

5. "Outlaw" words are made in the same manner as in #3, Type 1 "Hangin' Tree" instructions, but are tacked to various parts of the branches.
6. Unmastered words hang in full view from the branches.
7. Mastered words are dropped down inside the trunk from where they may be gathered for final review and count at intervals decided by the teacher.

## EXAMPLES OF "OUTLAW" WORDS:

said

who

women

head

one

laugh

write

again

does

love

gone

done

there

and any more with which the student is not familiar.

ASSIGNMENT: Two games to be used in a reading class

GAME ONE: MODIFIED VERSION OF COLLEGE BOWL

Suggestions: Have members on the panels that have about the same reading ability. Make the questions suitable to the level of the panels. Panel members may work as a team or as individuals. Let students have pen and paper to work out answers if questions are read. Questions could be put on cards and given to the stuents face down. On the given signal the card would be turned over and read. Adjust length of time for each round to the students' ability.

Rules: The first panel member to raise his hand will be given the chance to answer. If he is right, the panel gets 10 points. If the answer is wrong, the question goes to the other side, and the group who gave the wrong answer loses 5 points. The side giving the correct answer gets a chance at a bonus question worth 5 points.

AN EXAMPLE OF THE GAME

(The questions were taken from "Learn about Words" in the SRA Lab, record on phonics, and GGG reference box of EDL)

Round I: When two vowels come together in a word, usually the first vowel is long and the second is silent. Fill in the blanks with ai; ea; oa; and tell which one is silent.

1. S--k (let stand in water)
2. Pl--d (beg)
3. P--ch (fruit)
4. Gr--n (wheat, oats, rye)
5. S--t (something to sit on)

BONUS: When a one-syllable word ends in a consonant, the vowel sound is usually short. Sometimes you can add an "e" to such a word. Then the vowel becomes long and the final e is silent. Name five words to illustrate this rule.

(pat, pale rob, robe bit, bite can, cane wag, wage)

Round II: The prefix "mix" means badly or wrong; the prefix "dis" means not or the opposite of. Add the correct prefix to these words:

1. ___comfort 2. ___placed 3. ___respect

4. ___believe 5. ___calculate

BONUS: Change 5 verbs into nouns that mean "one who does" by adding "er" or "or"

(farm er, paint er, teach er, read er, sow er)

Round III: Listen carefully to this section of the record. The question and bonus will come from it. (Play record) Name 5 three-syllable words mentioned. (There are 7 in this short explanation.)

BONUS: Name five of the compound words mentioned. (There are 7.)

Round IV: Write this proverb orthographically.

Tol oks fram lit-l a-kornz gro.
(Tall oaks from little acorns grow.)

BONUS: Name five words that begin with the "bl" consonant blend. Be sure each word has a different vowel following the blend.

(blade bleed blind blow blue)

## MOTIVATING ACTIVITIES IN ALGEBRA I CLASS

### I. PROCEDURE:

After explaining a certain type of math problem, I let several of the pupils take turns in going to the board and teaching the other students how to work certain problems.

While at the board I will ask the student certain questions about the problem and the student will in turn attempt to answer me.

I feel that this activity helps the student to understand how to work problems of math. By "teaching" the rest of the class he builds his confidence and can easily work the problem himself.

## II. TRANSLATION OF READING PROBLEMS PROCEDURE:

When we get to a chapter on reading problems, I use this activity to help the student translate sentences into algebraic symbols.

Three or four students will go to the board. While at the board, I will read to them a statement that contains an equation, such as: "nine less than five times a certain number is 81." What is the number?

$5x - 9 = 81$

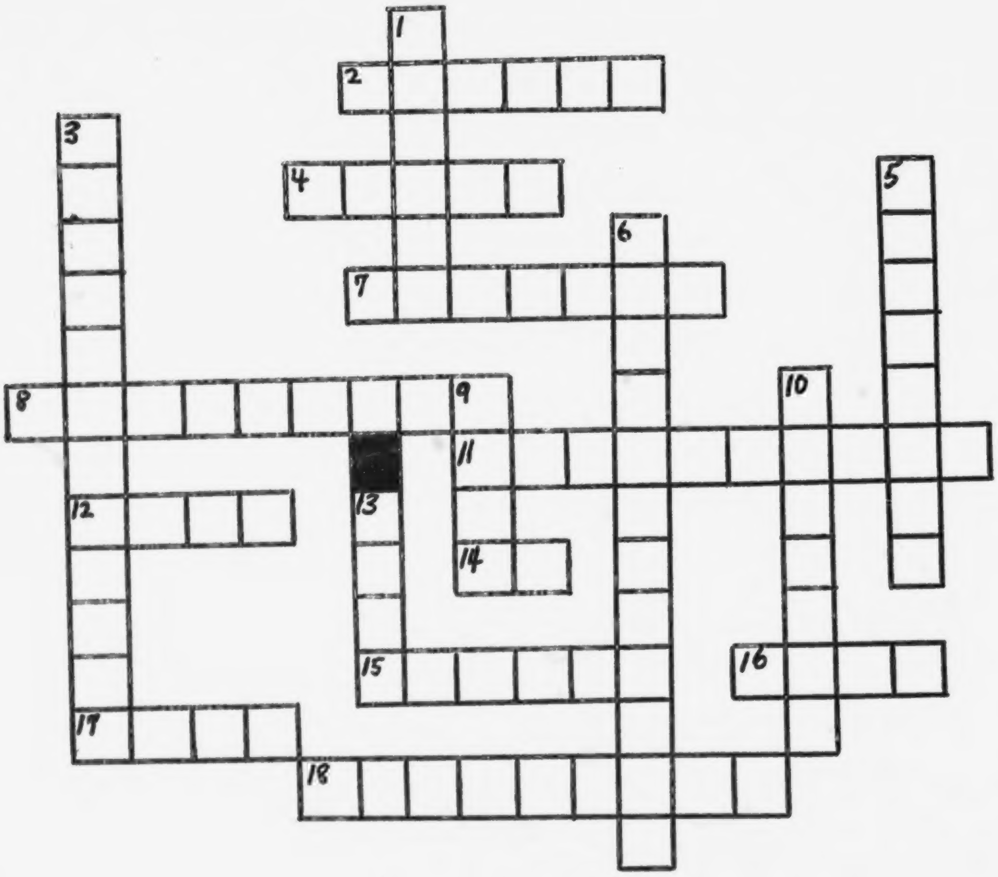
$5x = 90$

$x = 18$

While I am reading this statement, each student attempts to record this on the board in equation form. The first one who finishes and is correct, is the winner. Sometimes I will give the equation first, and ask them to put it in sentence form. First one who is correct is the winner.

This last game has been my most successful motivating activity in the teaching of algebra reading problems.

# ACIDS, BASES, SALTS



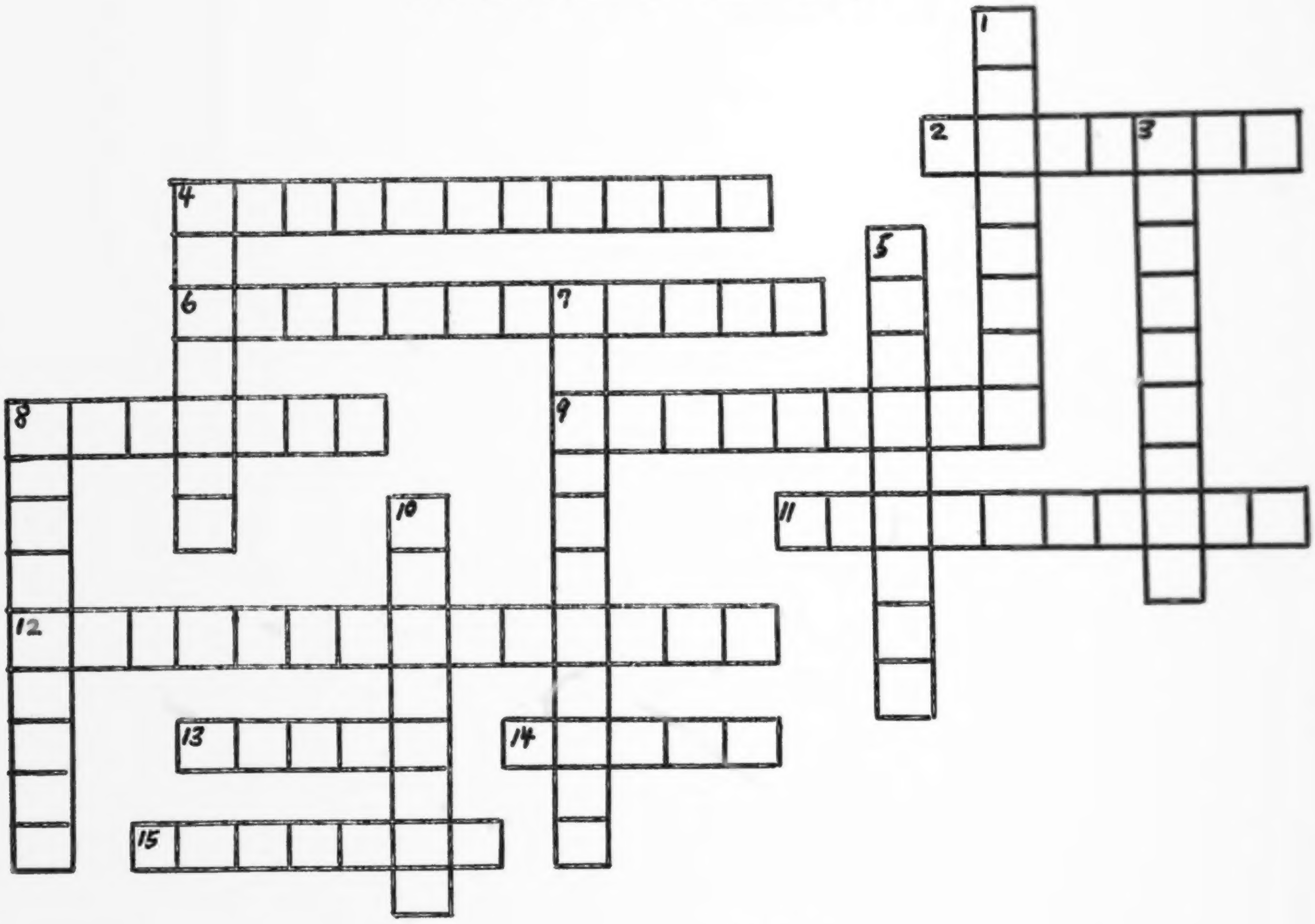
Across:

2. Common indicator for acids and bases
4. First part of name of a salt is taken from the name of the ---- in the salt
7. Acids containing the element carbon
8. Chemist who developed and advanced theory of ionization
11. Used in removing ink and rust stains
12. Slaked ---- is the common name for calcium hydroxide
14. Hydrogen ion concentration
15. Most familiar example of a salt is ---- chloride
16. pH$^3$
17. Characteristic taste of acids
18. Noncarbon bases

Down:

1. Characteristic taste of bases
3. Liquid electrical conductors
5. Hydroxides that are moderately soluble in water
6. Type of reaction of acids with metals
9. Sodium hydroxide reacts with a fat to form ----
10. Combining capacity
13. Charged particles

# STRUCTURE OF THE ATOM



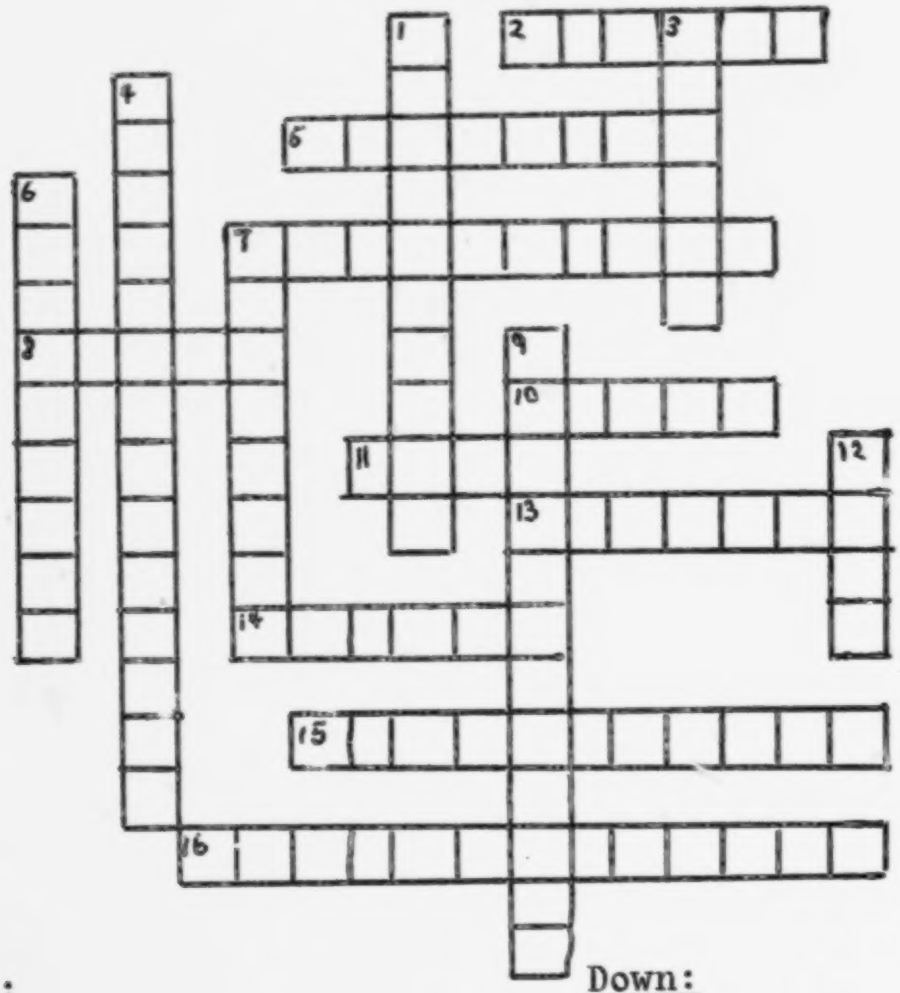
Across:

2. Atom as a whole is electrically----
4. Arranged elements based on increasing atomic weight
6. Instrument for measuring wave length
8. Concentration of entire mass of an atom
9. Gain in valence and loss of electrons
11. Suggested modern theory of atomic structure
12. Number of electrons given or acquired by an atom
13. Electropositive element is loosely classed as a ---
14. Number of electrons in outermost shell
15. Positively charged particles

Down:

1. Particle carrying negative electric charges
3. Loss in valence and gain in electrons
4. Responsible for atomic numbers
5. Energy emitted when going from an excited state to normal state
7. Division of eight elements on periodic table
8. Electronegative elements
10. Compounds which are usually liquids or gases at ordinary temperature

## CHEMICAL CHANGES



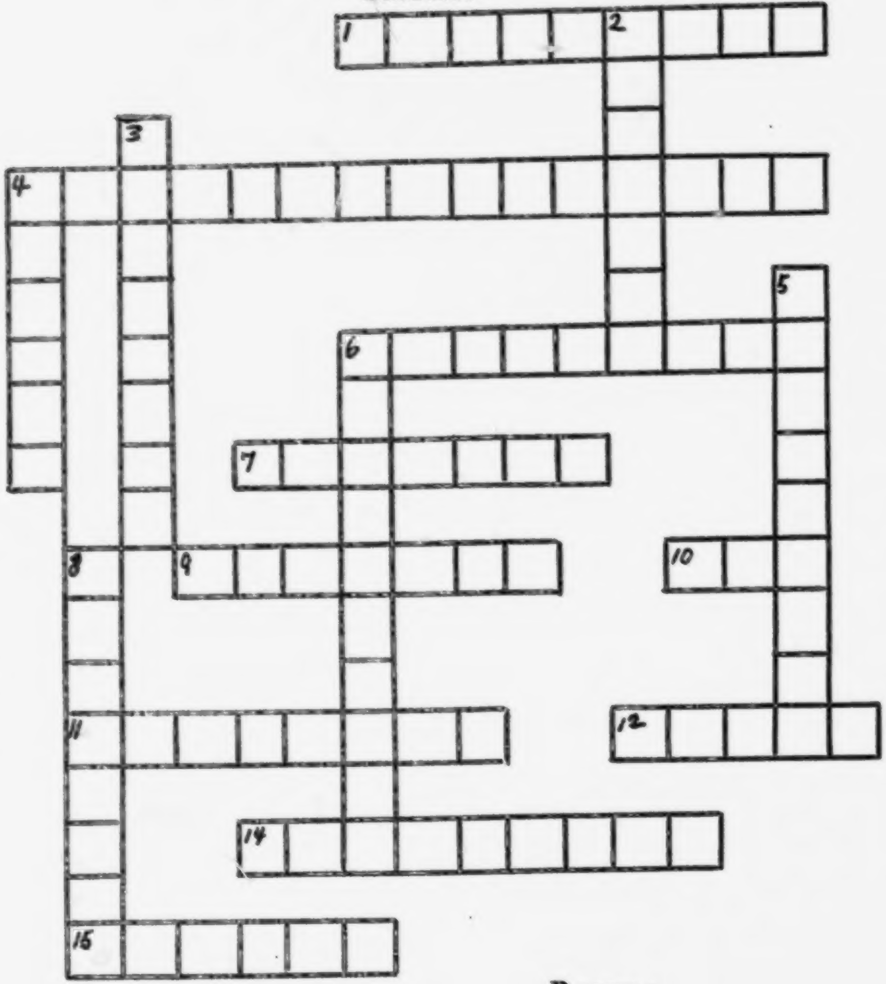
### Across:

2. Iron sulfide is prepared by ---- union
5. Electrical charge possessed by a cation
7. Science of extracting metals from their ores
8. Negative ion of a soluble substance
10. Produced by rapid oxidation
11. No. of units in molecular weight of a substance
13. Unit of amt. of heat released by chemical action
14. ---- and mercurous chlorides are insoluble in water
15. Condition of balance between two opposing reaction rates
16. Substances formed by combining water with oxides of heavy metals

### Down:

1. Effect of an equilibrium of an excess of one of the reacting materials
3. Released as electricity, light or heat from certain reactions
4. Conditions under which chemical displacement takes place
6. Used to make reaction take place at lower temperatures
7. Materials making up part of the earth's crust
9. Method of separating the six most active metals from their ores
12. The form of energy used to decompose mercuric oxide

## WATER



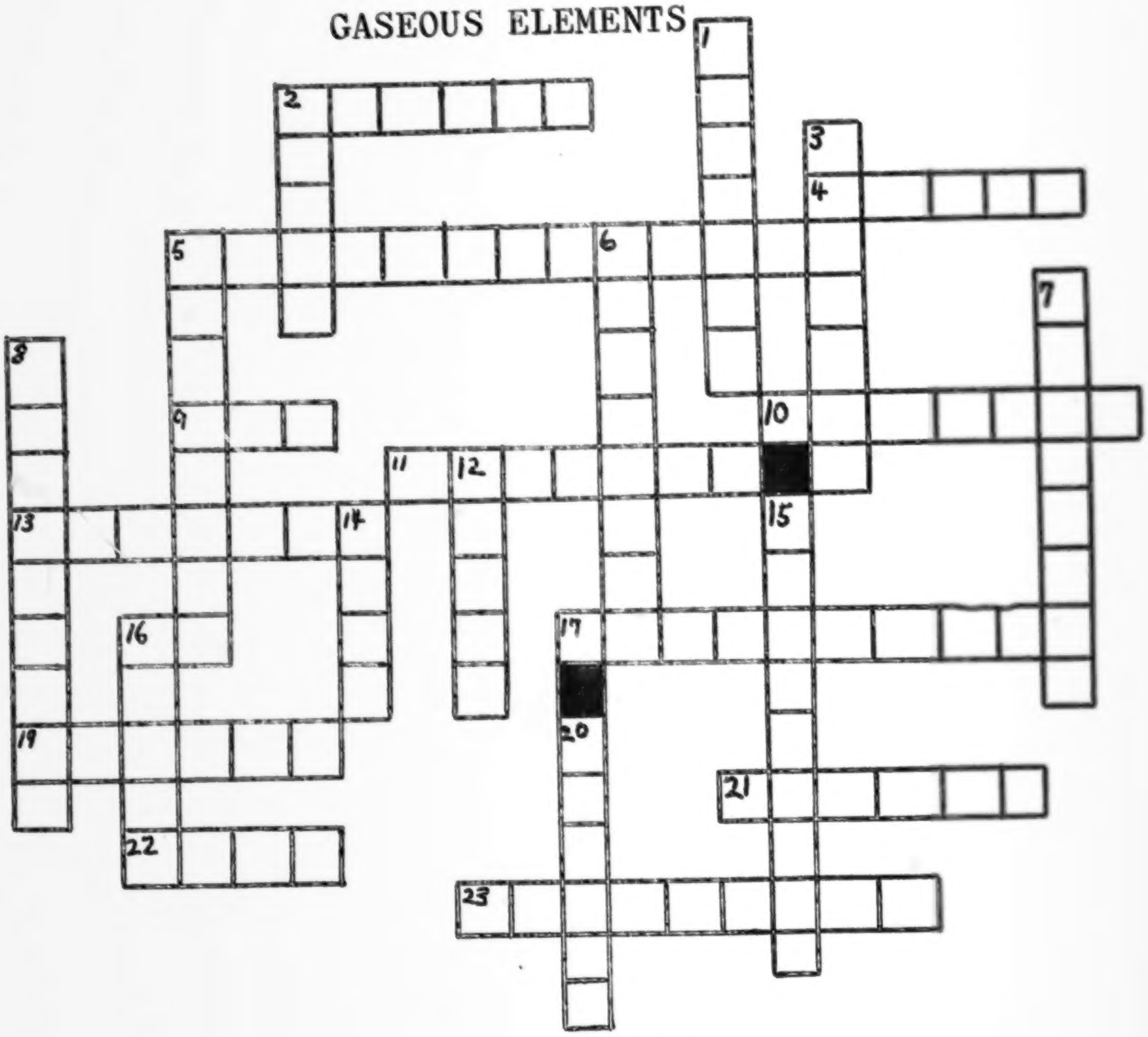
Across:

1. Process of intermingling molecules
4. Ratio of weight of volume of substance to that of an equal volume of water
6. Process used in the purification of sulfide ores
7. Unit for measuring heat
9. Substance in which water is found in loose combination with other compounds
10. Most common gaseous substance found dissolved in water
11. Suspension of fine particles of liquid in liquid
12. A hydrate contains definite percentage of ----
14. Determining the identity of a compound by uniting known elements
15. Water isn't easily decomposed so it's called ---- compound

Down:

2. The dissolving agent
3. Process whereby water is purified by exposure to air and sunshine
4. The substance dissolved
5. An oxide that combines with water to form an acid or a base
6. Process of water purification by filtering out suspended particles
8. Sea water contains about 4% ----

## GASEOUS ELEMENTS



Across:

2. Most abundant of elements
4. Helium is chemically ----
5. Variation in number of molecules per unit volume of material
9. A mixture of nitrogen, oxygen and traces of other gases
10. In preparing oxygen, the catalyst is manganese---
11. Oxygen compound which produces oxidation
13. Biological catalyst
17. Rapid oxidation
19. Capacity to do work
21. The second lightest gas known
22. Abbreviation for temperature
23. Chemist who discovered a gas which he called flammable air

Down:

1. Weight per unit volume
2. Allotropic form of oxygen
3. Energy of motion
5. Substance which influences the speed of a reaction
6. Law of ---- has reference to no. of molecules of gases
7. Hydrogen is powerful----agent
8. Chemist who discovered oxygen by decomposing mercuric acid
12. An inert gas
14. Type of compound formed when a metal displaces hydrogen in an acid
15. Mixture of nitric acid and hydrochloric acid
16. Argon is chemically ----
20. Inventor of the absolute temperature scale

## BOOK REPORTS

"To make a book report or to fake a book report--that is the question!"

Since I am still a fairly new teacher, there are various problems which are still unsettled. But one that especially troubled me was the manner in which I should have students report their readings to me. I recalled the many tedious five page reports my high school English teachers required. And even more I remember those almost unbearable two or three days we spent in which each student took his turn going to the front of the class to present his "cried over" report.

"I know that report's due Thursday. . . but I just don't have time to read it. I'll go to the library and get a review. Well, no, Susie read this book. . . I'll get her to tell me about it."

To me assigned reports were always a bore and a bother. I wanted to read what I wanted to read, not what someone else assigned. And, besides, as somewhat of a conscientious student, I read the books. Now, I realize the time was well spent, but then I felt cheated. Why should I spend time pouring over Adam Bede or Crime and Punishment when my best friend worked for only ten or fifteen minutes reading a book review or doing other research and received the same grade as I. The morale of the student is most important.

My students present assigned reports in this manner: When he wants to give a report, he simply comes to my deskto tell me, I mark the assignment completed, and he leaves. If I am familiar with the book, I will ask a few simple questions of a specific nature; however, if I am not familiar with the work, the questions are, of course, general in nature. I am not suggesting that my method is an utopia, but I do think that I am getting a better response: the students are not nearly as tense and bored, for they read books on their level of their choice; and they receive no grade other than a check. Books which I want each student to read are taken up in class discussion which is, as far as I am concerned, the best method of covering a book. Last year, using the old methods of having students present oral and written reports, I found that the average number of reports per quarter per student was two. And this year each student has averaged three book reports per quarter. However, a slower student who cannot manage three or even two reports is not penalized. No student has failed to present a report.

Other methods of presenting reports

1. A book report given as a formal speech: short story speech, speech on a character from a novel, speech given on a biography called "Great Life Speech."

2. A book report written as a formal composition.

I believe these methods should be employed only when each student has been assigned the same book and there has been some explanation or discussion of content.

This year I have used three methods or reporting for two novels, Mann's Tonio Kritger and Master and Man by Tolstoy. Since each of these novels is anthropological, they lend themselves well to the method. The teacher should be certain that a plan for a report is suitable to the book.

## READING WHEEL

This activity is one for motivation as well as one to encourage us to have a balanced reading diet.

Each student keeps a reading wheel and we try to keep it balanced and make it spin.

We color in sections in a certain area when we complete a book. We have no limit to the number of pages a book can have before it can be added. Sometimes, to expand reading tastes, a student will let me select a book for him.

In addition to adding our selections to the reading wheel, each student keeps a record of books read. He records words that were difficult to pronounce and words he is not familiar with.

This activity lets all students, regardless of their ability and reading level, experience success. This is important.

# PHONICS AND WORD ATTACK SKILLS

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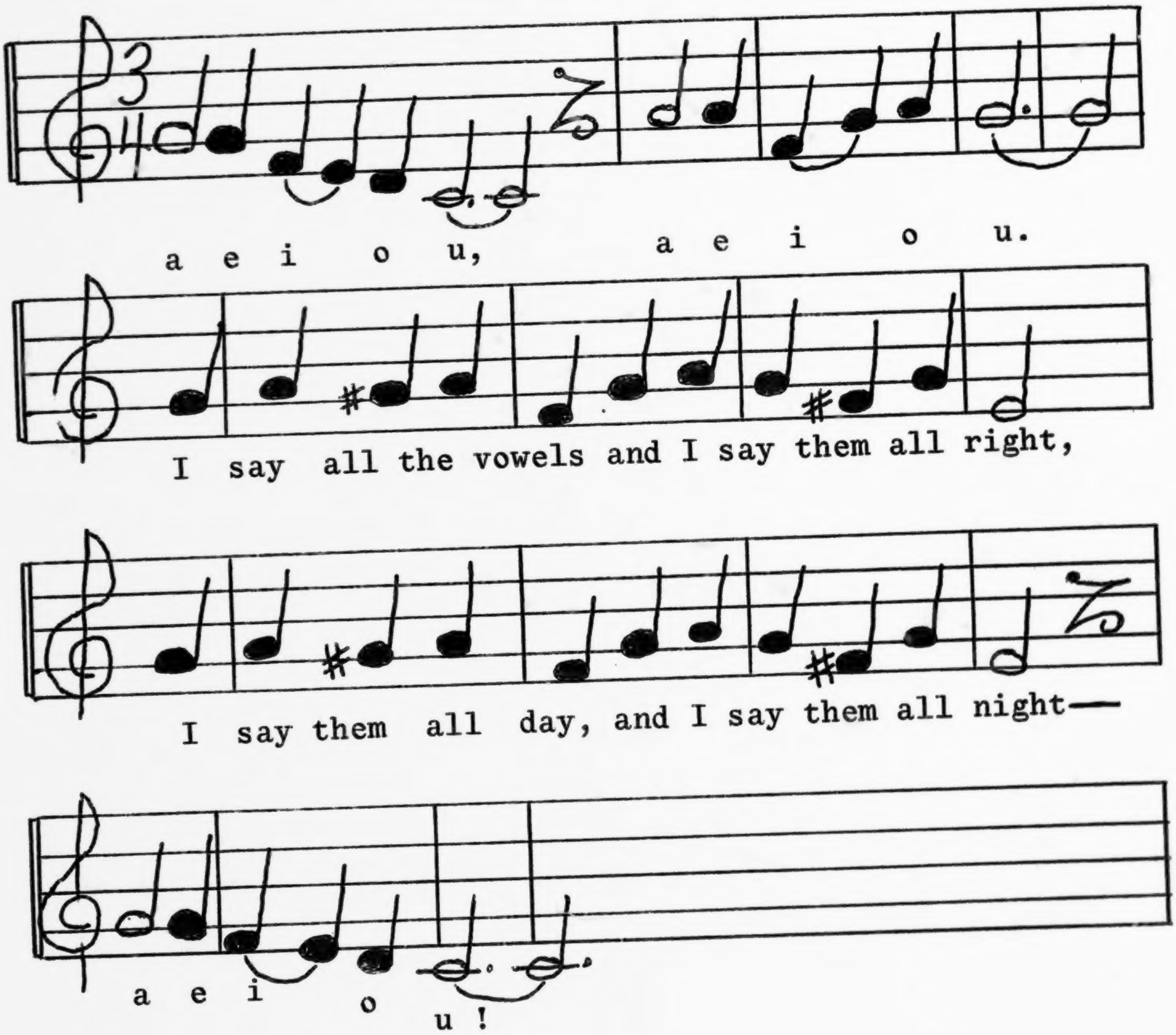
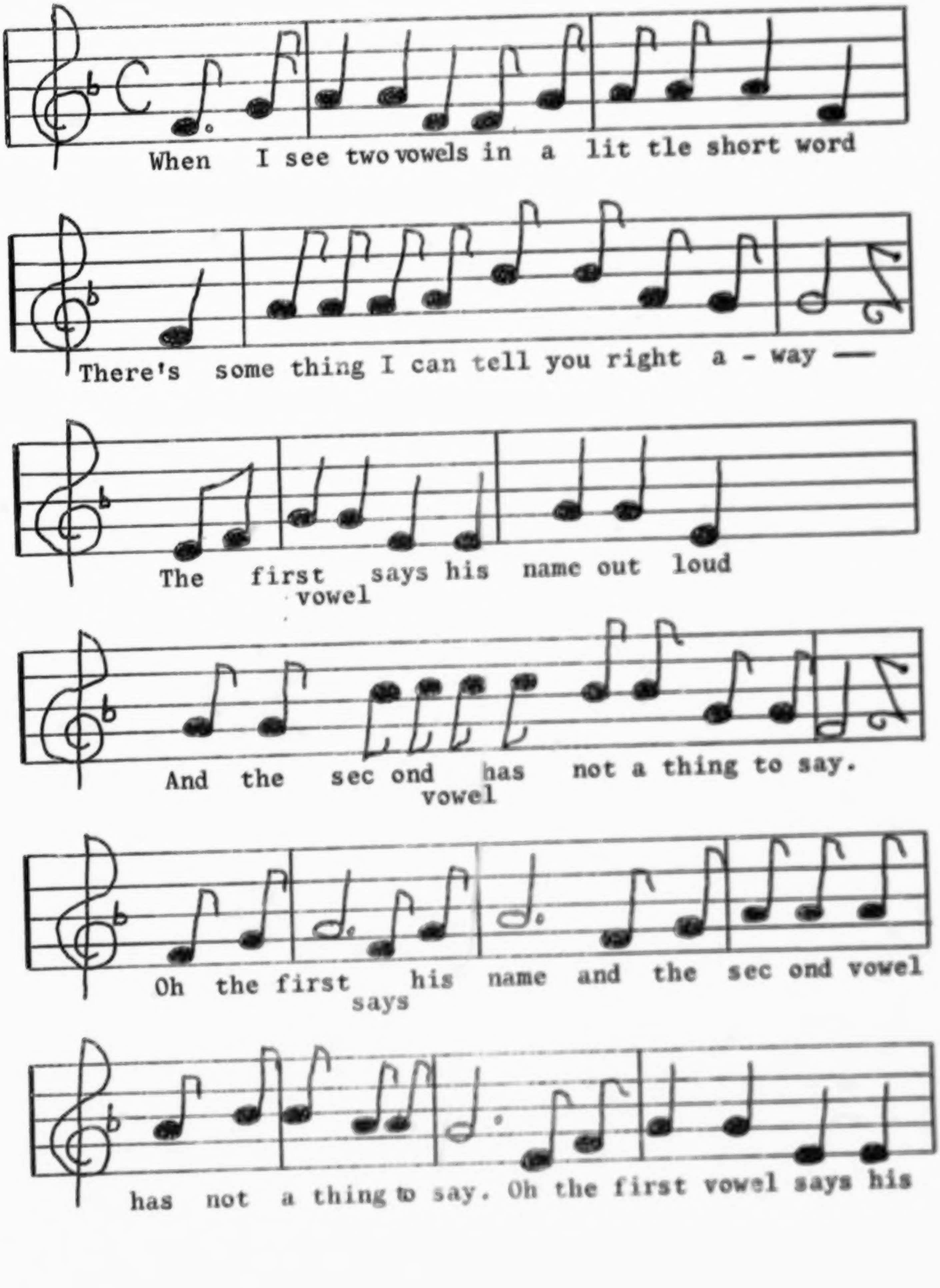
Members of Study Group:

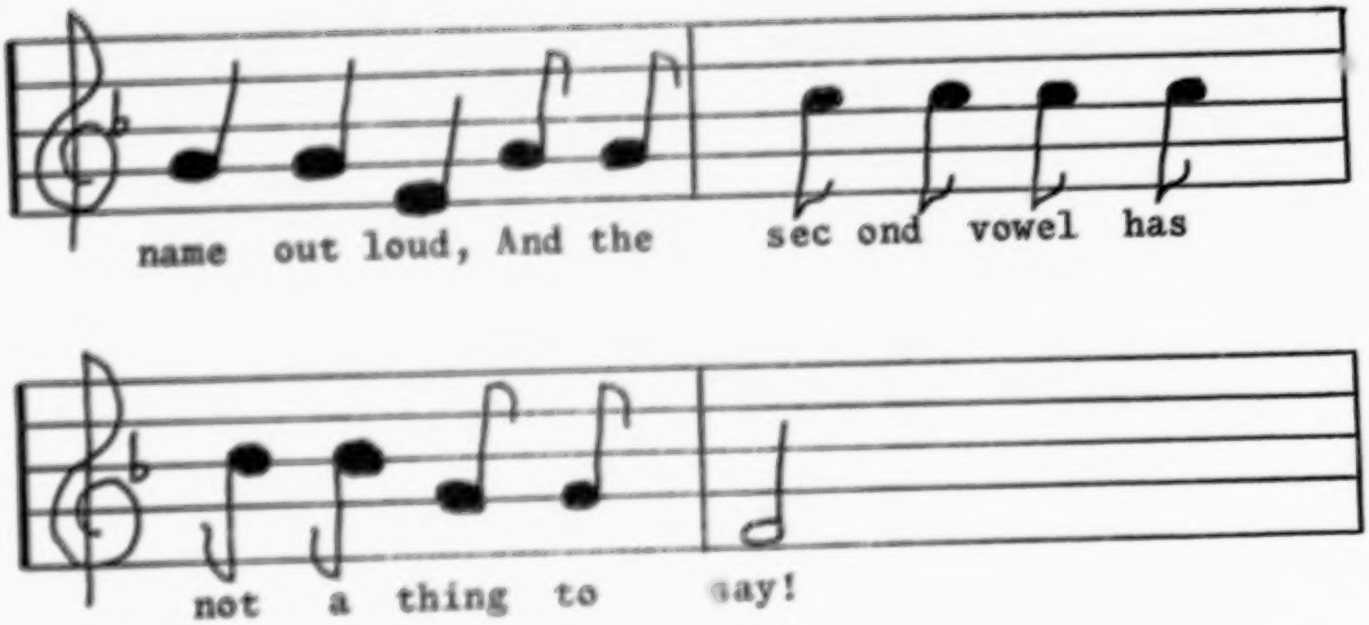
E. B. Campbell
Winnie A. Dyer
Evelyn A. Eady
Jane Griffies
W. S. Harman
Louise Holcombe
Christine Jackson
Mary Prince
Mary G. Wilson

Tune - Strawberry Roan


3
4
a e i o u, a e i o u.
I say all the vowels and I say them all right,
I say them all day, and I say them all night—
a e i o u!

Tune - Polly Wolly Doodle


When I see two vowels in a lit tle short word
There's some thing I can tell you right a - way —
The first vowel says his name out loud
And the sec ond vowel has not a thing to say.
Oh the first says his name and the sec ond vowel
has not a thing to say. Oh the first vowel says his


name out loud, And the sec ond vowel has
not a thing to say!

"Song Sheet" on p. 4
Tune--Farmer in the Dell

The short a says AH,
The short a says AH,
Hat, Cat, Man, and Pan,
The short a says AH.

Use the same pattern for all the verses.

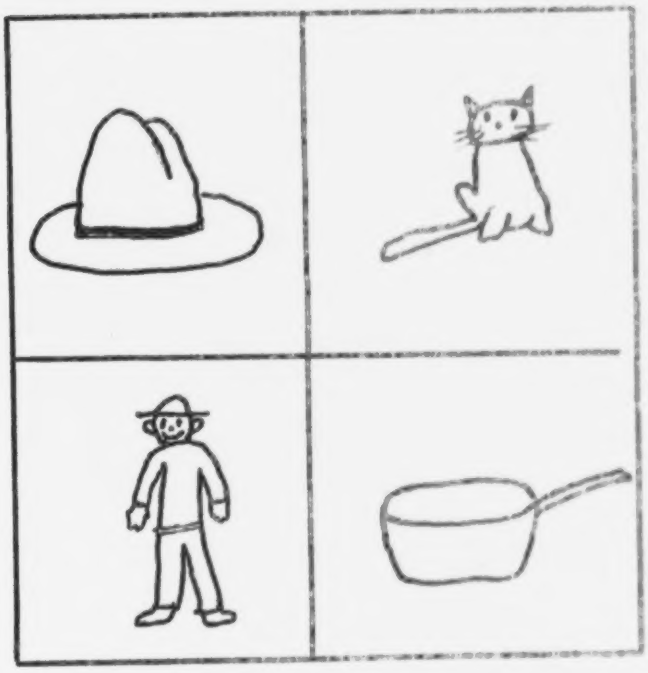
Short e --- Net Pet
Hen Pen

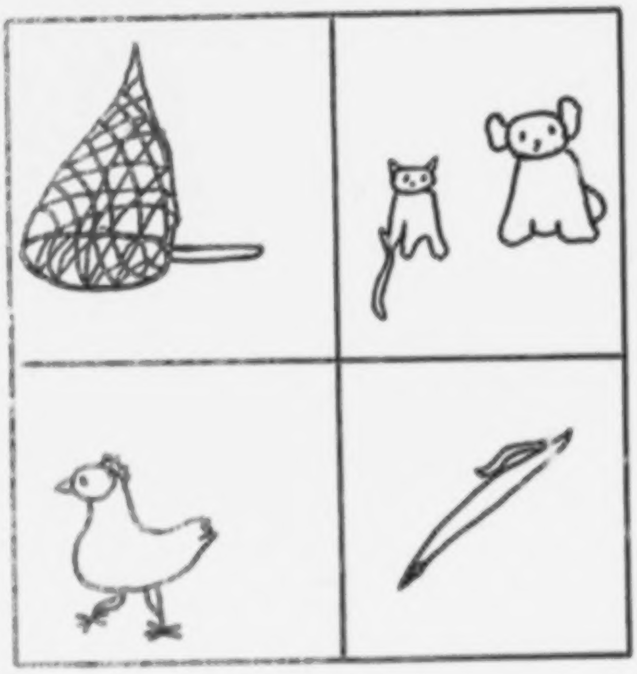
Short i --- Fish Dish
Hill Pill

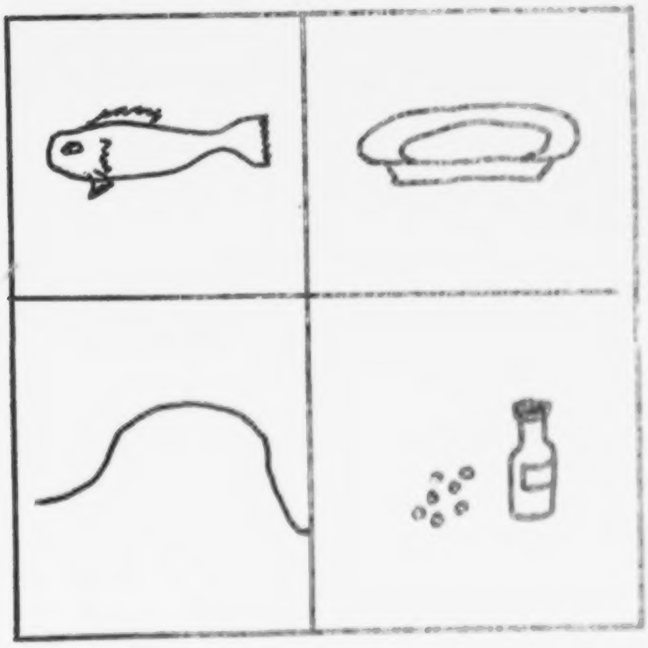
Short o --- Dog Hog
Top Pop

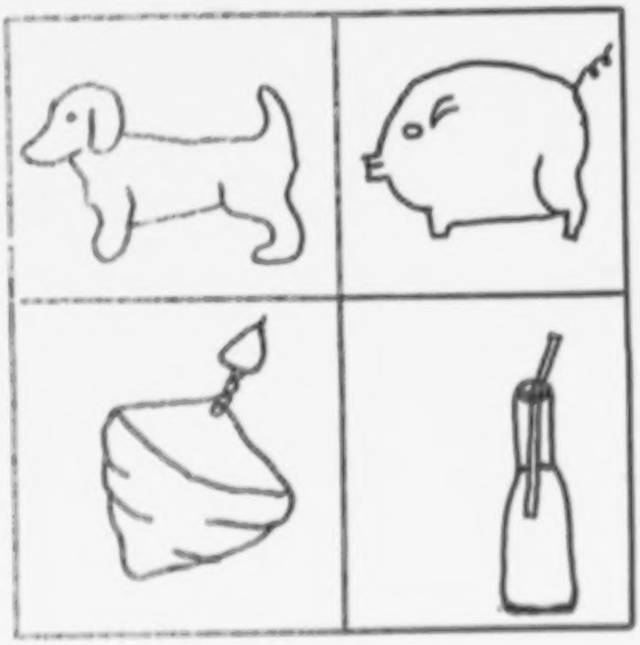
Short u --- Cup Pup
Truck Duck

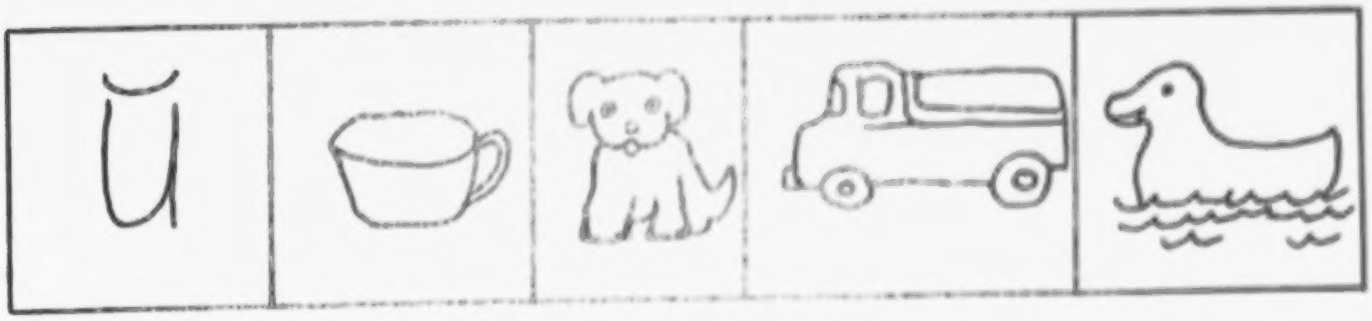
Song Sheet for children who can't read.
See p. 3.





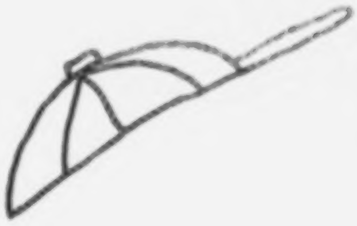






This was used as a big chart, and the children took turns choosing a verse and using the pointer.

## Short Vowel Sound



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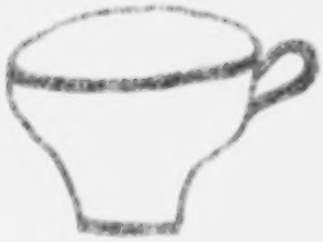

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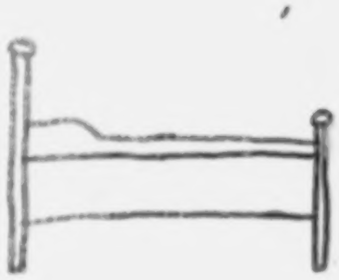

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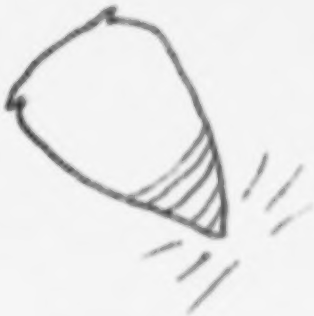

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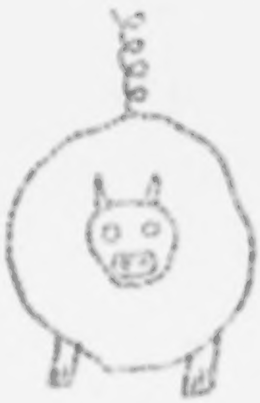

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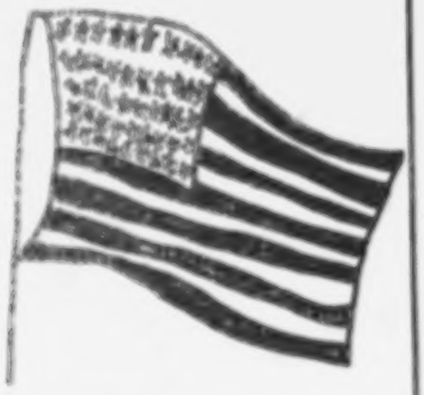
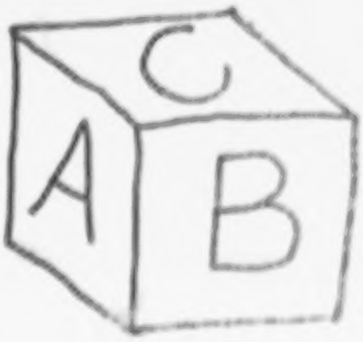
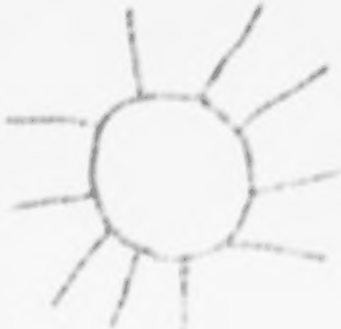


fl__g



bl__ck



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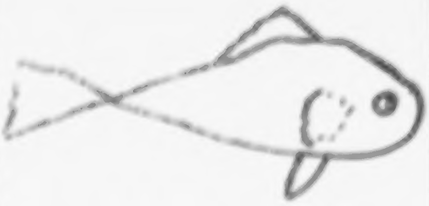

f__sh

Children enjoy copying this if it is put on a permanent chart.

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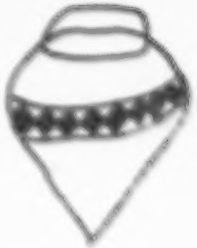
ŏ



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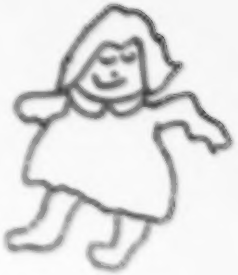
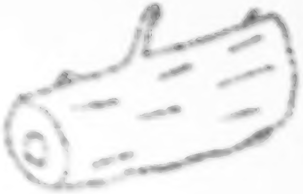


d doll

c cot



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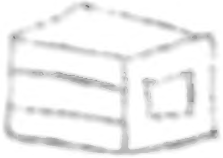
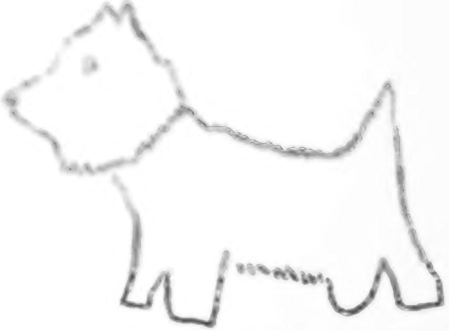


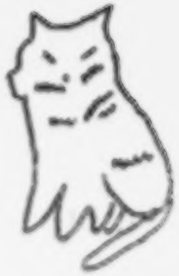
b box



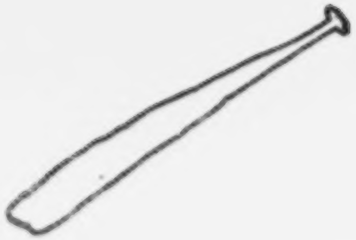
d dog

Mark short "ŏ" in each word.

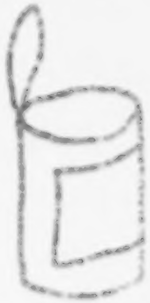
Ă
ă



c cat

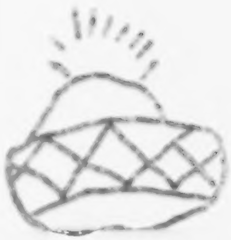


b bat



c can

h hat



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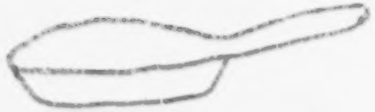
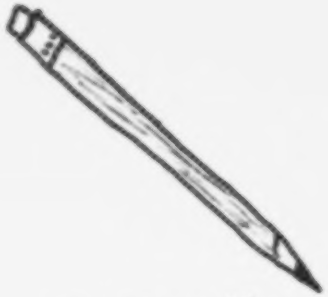


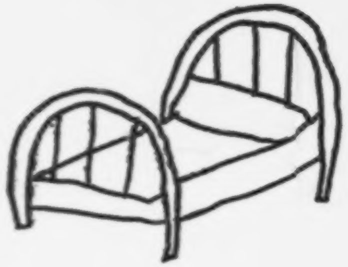
p pan

Mark short "ă" in each word

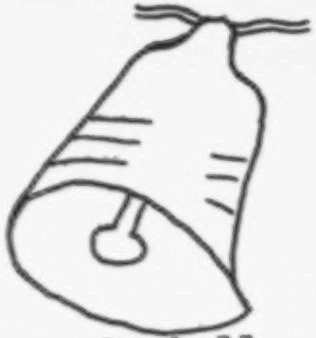
Ĕ
ĕ



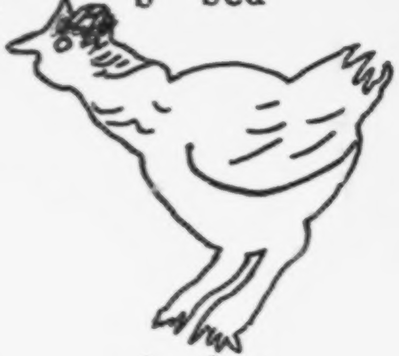
p pencil



b bed



b bell



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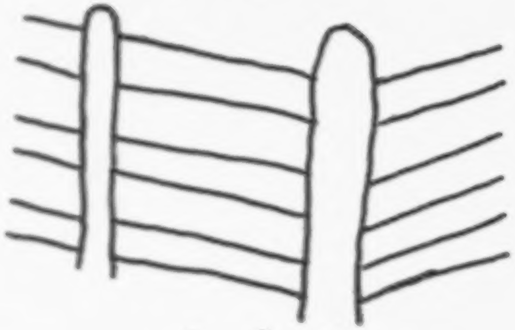
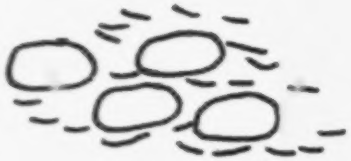


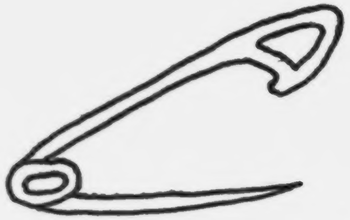
f fence



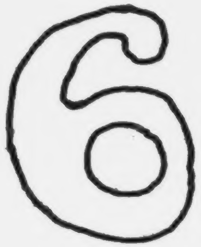
e eggs

Mark short ĕ in each word.

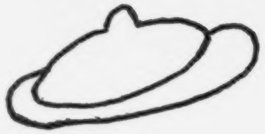
Ĭ
ĭ



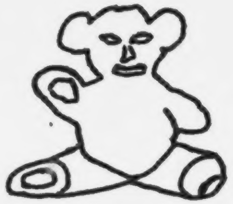
p pin



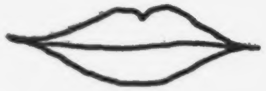
s six



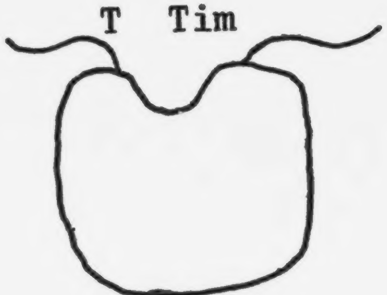
l lid



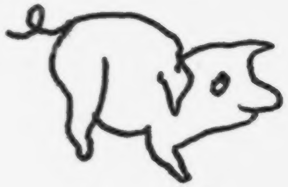
T Tim



l lips

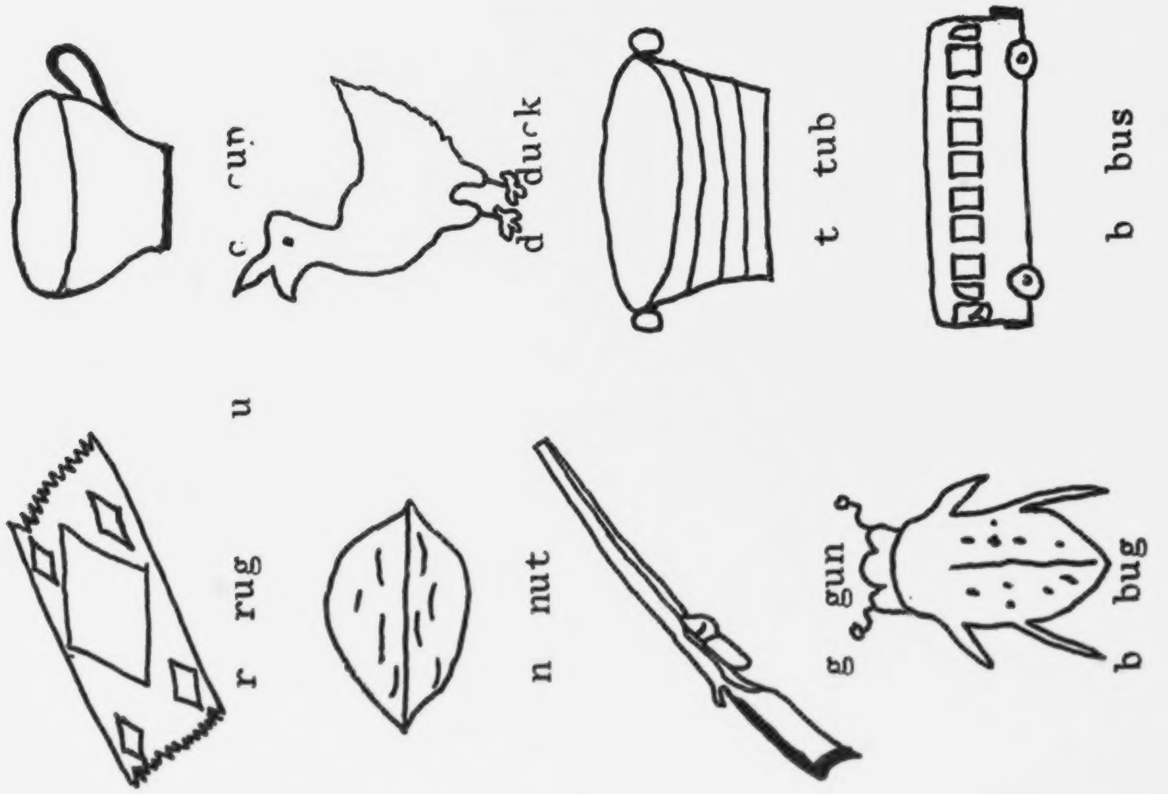


b bib



p pig

Mark short ĭ in each word.



Mark short u in each word.

Supplemental to the teaching of the short vowel sounds when relaxation is desired, the following songs enjoyed by the pupils may be used. You may have them do a number of things when they hear the sound in the song such as, place their hands on the top of their heads; clap; hop, when they sing the word hop; show thumbs, on the word thumbkin; etc.

### Short "O"

Hop,Hop, p.19, First Grade Book Ginn & Co.
Trot,Trot,Trot, p.149, First Grade Book, Ginn & Co.
What the Clock Says p.165, First Grade Book, Ginn.

### Short "A"

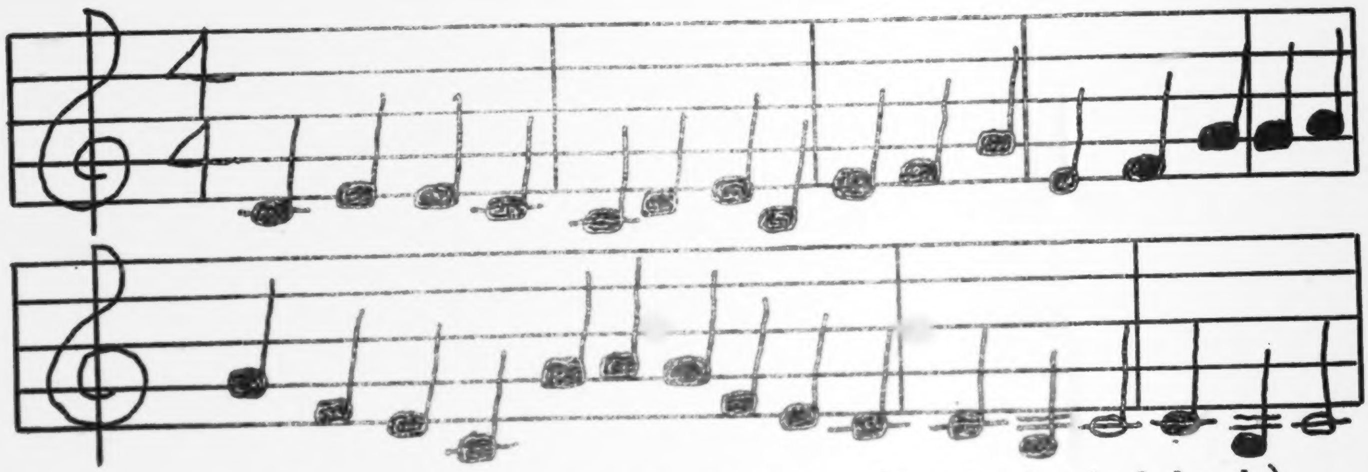
The Clown, p.112, First Grade Book, Ginn & Co.
Hear the Train, p.123,op. cit.
Handy Spandy, p.50, Music 'round the Clock, Follett Publish Co., Chicago.

### Short "E"

At the Little Corner Store, p.19, Music 'round the Town, Follett Pub.
Did you Ever? p.101. Music in Our Town, Silver Burdett.

Hear the Rain, p.123,First Grade Book, Ginn.
Diddle, Diddle, Dumpling, p.58, Music 'round the Clock, Follett Pub. Co., Chicago.

The Muffin Man, p.75,First Grade Book, Ginn.
Tumpity Drum, p.174, op. cit.
Where is Tumbkin? (See Music and Words with actions elswhere)



| | |
|---|---|
| Where is Tumbkin? Where is Tumbkin? | (Hands behind back) |
| Here I am. Here I am. | (Bring hands to front with fists folded and thumb sticking up) |
| How are you today, sir? | (Wiggle right thumb) |
| Very well, I thank you. | (Wiggle left thumb) |
| Go away, Go away. | (take right hand back of body, take left hand back of body) |

PHONICS CHART

The Horrocks-Norwick Word Study Charts (1958), Ginn and Co. Twenty pages of charts which may be used with any reading or phonics method. the charts include the following:

1-2. Initial consonant sound with words and pictures. These may be cut apart and glued on separate charts with additional words beginning with the same sound.

3. Special consonant sounds- why, ah, ch, th. These are words and pictures also which may be cut apart and additional words added of your own choosing or those of the children.

4. Rhyming ends of words: The endings are given such as ake, ay, an, at, ang, ack, up, ell, en, et, eight, ill, ing, ick, old, ot, all, op, ow, own.

5. This page of the chart are strips of letters for rhyming the endings on the preceding #4. These are to be torn apart on the perforated lines and inserted as needed in front of the endings.

6-7. Consonant blends with key words.

8. Long vowel sounds with pictures and words using both initial and medial position of vowel.

9. Short vowel sounds with pictures and words using both initial and medial position of vowel.

10. Vowel rules with cute pictures of Mr. E. and Mr. A.: when they go walking Mr.

11. E does the talking. When there is only one vowel in a word or syllable and it
12. is followed by a consonant the vowel is usually "short".

When a word or syllable with two vowels ends in "e", the first vowel is usually long and the "e" is silent. Pictures of cake, Pete (sailor), slide, rope, mule. 16, 14, 15, 17, 18, 19, 20 have to do with syllabication, the hard and soft sounds of "c" and "g", suffixes, prefixes, the letter teams that look alike but sound different and those that sound alike but look diffetent. Recommended for all grades from 1 through 4.

Bibliography of books recommended for a room library for first and second grade readers.

The Read for Fun Series, Webster Publishing Co.,
St. Louis.
Mr. Hazelnut
Brenda Brave Helps Grandmother
The Little Woman Who Forgot Everything
Peter Johnson and His Guitar
Journey to the End of the Earth
The Goat that Learned to Count
Kathy and the Doll Buggy
The Town that Forgot it was Christmas

Follet Publishing Co., Chicago
Pearl Goes to School
Too many Dogs
Gertie the Duck
The Boy Who Would Not Say His Name
Nobody Listens to Andrew

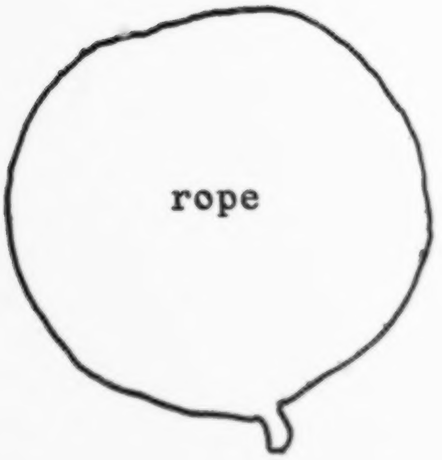
Benefic Press, Chicago 39.
Cowboy Sam Series
What is Series and Dan Frontier Series
Lorene C. Gilday

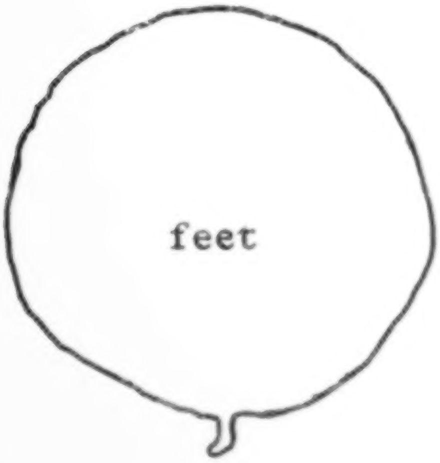
1. Have picture cards which represent words containing the sounds to be reviewed. Place the cards where they can be seen and handled by the children. (e.g. the trough of the chalk board). Talk about the sounds to be reviewed. "We are going to play a game this morning. I will ask you to come up, take a picture card, tell us the name of the picture then tell us which of these sounds you hear." After you have named all of the pictures and had the sounds then use flash cards of the letters.

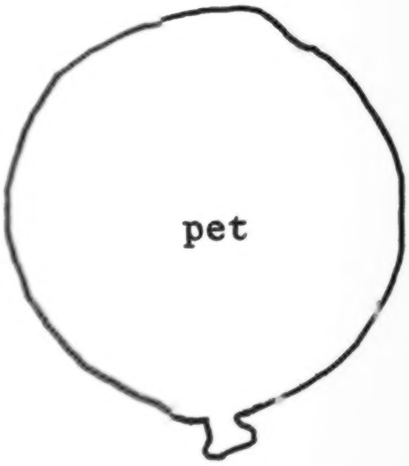
2. If the story to be read has a dog in it, ask the children if they have a dog for a pet. Let several children tell about their dog. Describe different dogs and see if the children can tell you what kind of dog you have described. Write a story about a dog on the chart or board. Read it. Tell the children, "We have another story to read today. It is about a dog. Let us find out about this dog."

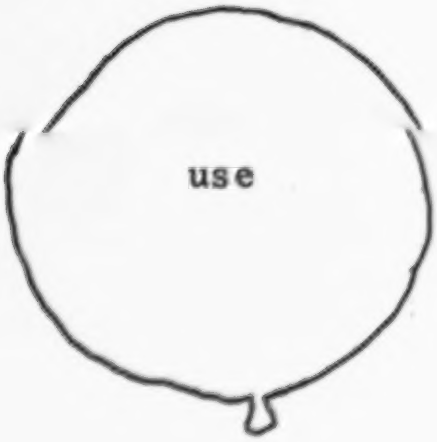
**Purpose:** To help children learn to determine the number of vowels in a word.

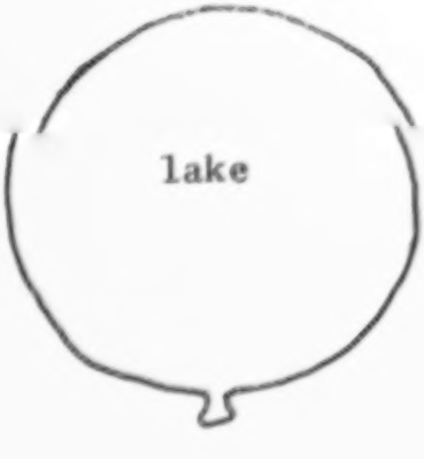
**Directions:** On a large sheet of paper each child draws a boy and a girl. Cut out balloons and paste them on this paper giving the boy all the balloons having one-vowel words and the girl all those with two-vowel words. Balloon strings may be drawn or real strings pasted on the paper.

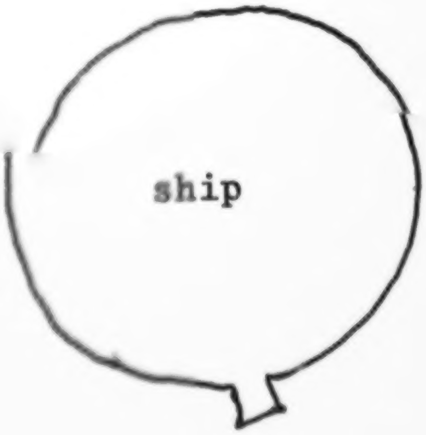


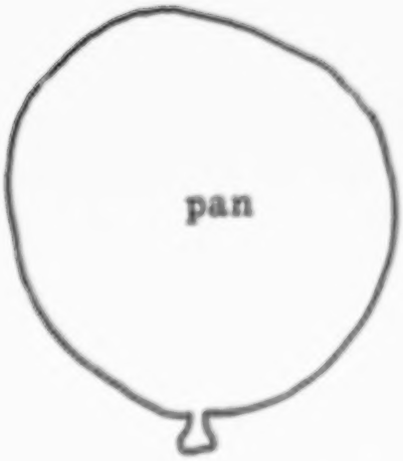


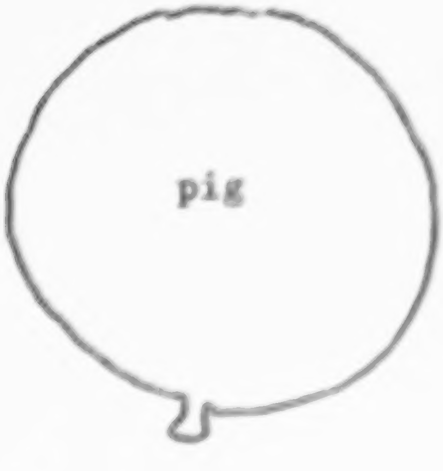


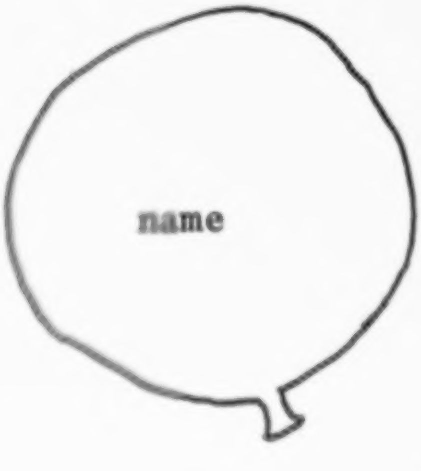












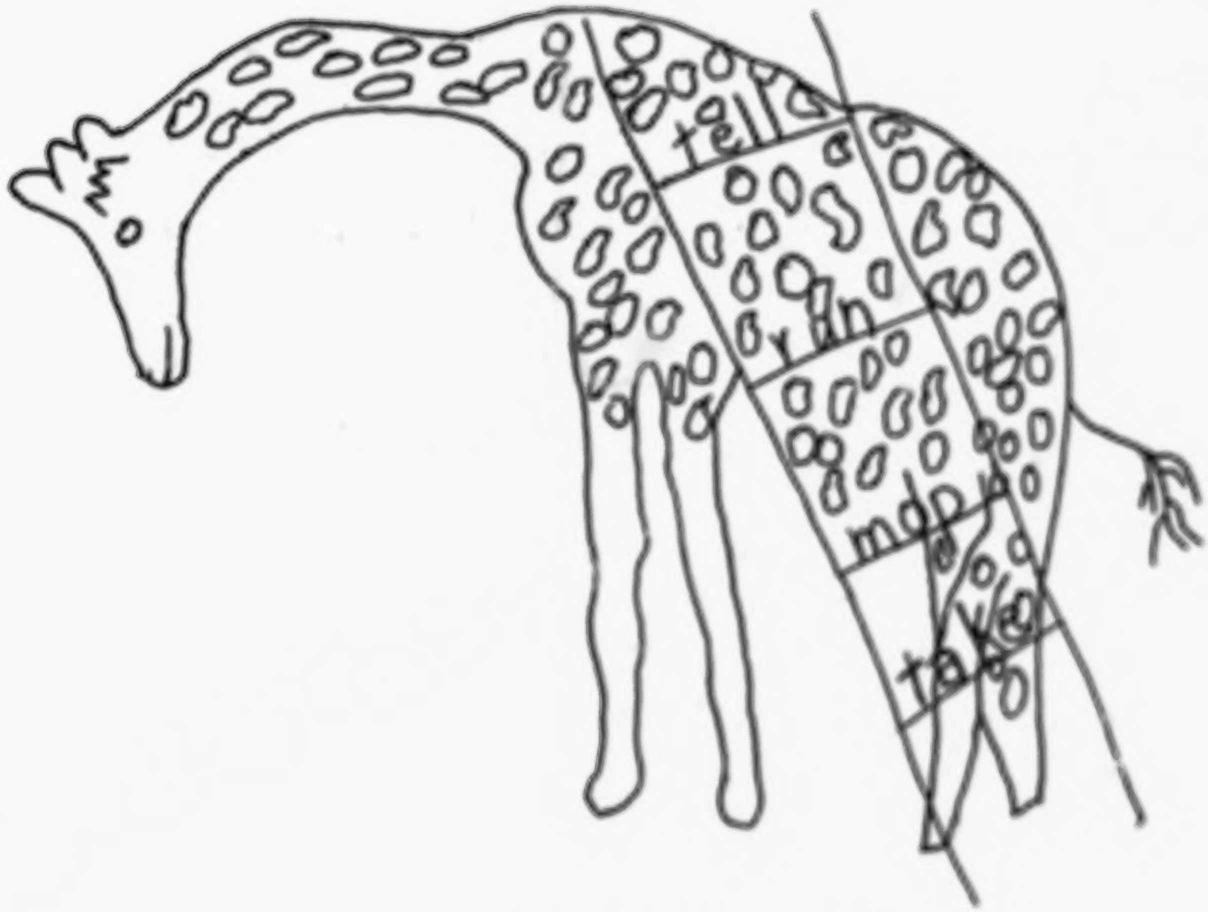
COUNT THE VOWELS IN EACH WORD. IF THERE IS ONLY ONE, MARK IT SHORT. IF THERE IS MORE THAN ONE, MARK THE FIRST ONE LONG AND CROSS OUT THE OTHERS. THEN SOUND OUT EACH WORD.

brush
land
wheel
peach
brake
wait
those
pine
chat
slam

slide
lunch
wish
speak
stem
much
joke
swim
sneeze
mate

rich
seed
nail
plant
felt
fine
chain
smoke
vase
blot

dream
wind
wave
plan
plane
feet
smile
chick
cheese
float



## RIDE THE TALL GIRAFFE

The giraffe may be drawn fairly large and put on the [illegible] bottom of the pages in "Through Happy Hours" and "As Days Go By" are put on ladders which may be fixed to the flannel board. If the child can sound the words up the ladder he is able to ride the giraffe. Be sure to change the ladders frequently so you know the child is really sounding the words and not just memorizing.

Several different animals may be used for variety. This ties in well with the "Build the Zoo in '62" idea.

When made on the flannel board the ladder is usually solid which makes it much easier to see the words.

Say these words. Write each word under its own house.

ripe
hot
soap
hate
hid
rod

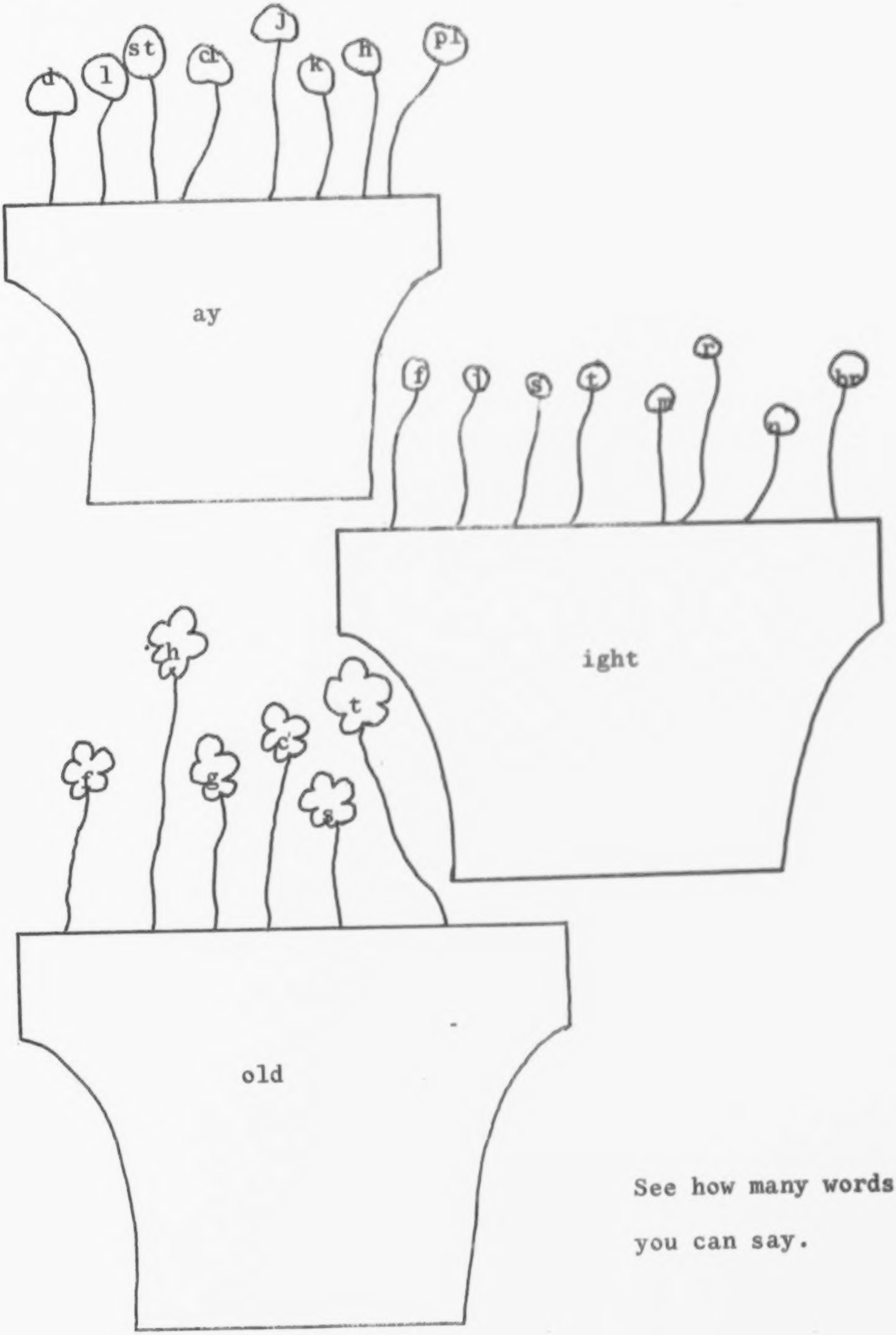
cute
bat
rod
rain
fail
cut

cube
dim
dime
same
Tim
rap

bit
bite
read
goat
rip
ram

Short vowels live here

Long vowels live here


d
l
st
cl
j
k
h
pl
ay
f
l
s
t
m
r
n
br
ight
f
h
g
c
s
t
old

See how many words
you can say.

## Long e

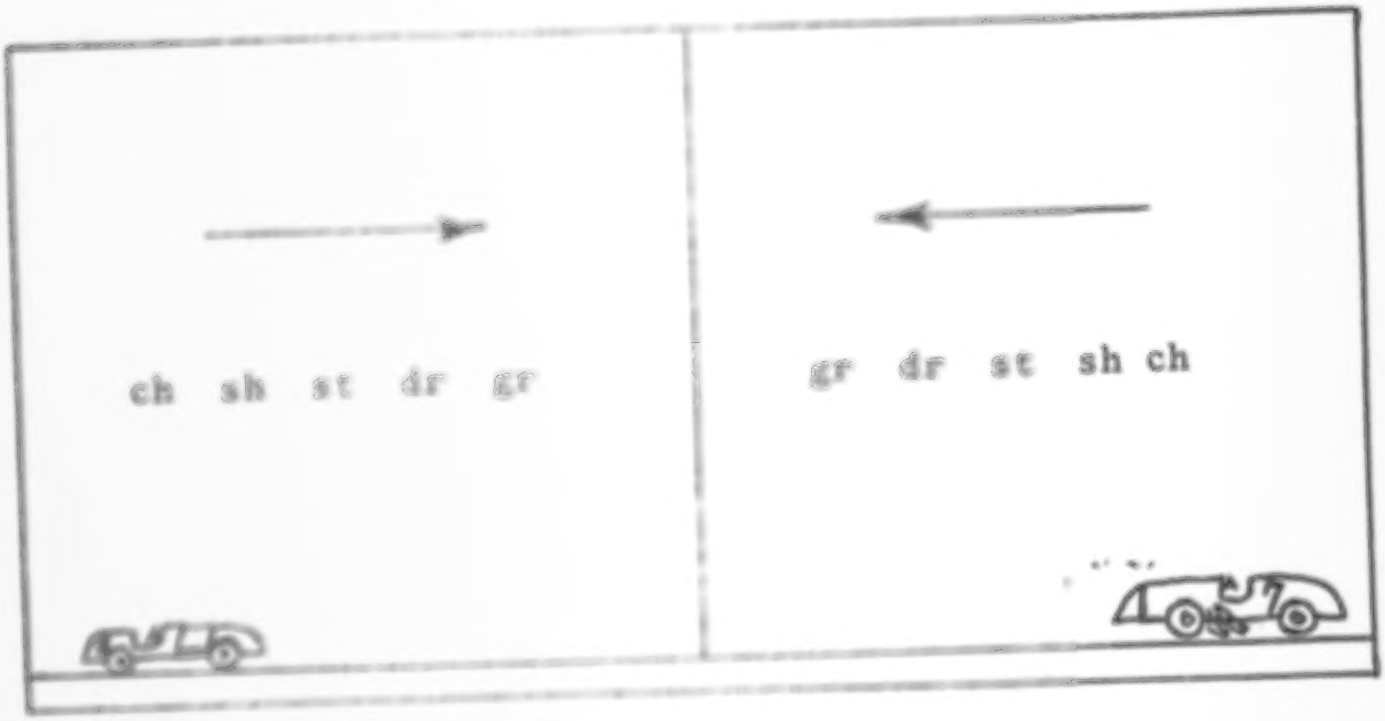
Look at these words. Think of one more word that rhymes with the words in each box. Write it. The words at the bottom of the page will help you.

| | | |
|---|---|---|
| feet<br>sweet | seat<br>eat | reach<br>each |
| feed<br>deed | meal<br>deal | see<br>bee |

Read these sentences. Put in the right word.

1. Mother makes good p____ pie.
2. Peaches grow from a s____.
3. The seed grows into a tr___.
4. We all like to eat m____.
5. You may s____ the letter.

beet peach seed meat tree seal



## BLACKBOARD AUTO RACES

1. Phonics Auto Races: Children draw and cut out their own cardboard cars (or horses, turtles or ships) before the game.

2. Two children are chosen to bring their cars up to the blackboard.

3. The two cars are placed at opposite ends of the chalk tray as shown above.

4. Five starting sounds have been written on both sides of the blackboard finish line shown above.

5. Each of the two children stand in front of their first starting sound above the cars.

6. The teacher gives the starting signal and the race to the center finish line is on. Each child must make a word out of the starting sound before he can move his car on to the next sound.

7. The first car to reach the finish line is the winner.

## BEGINNING CONSONANTS OR BLENDS

Using the consonants or blends write a correct word under each column, if possible. Score one for each correct word.

| | ack | ow | ew | ick | ay | ock | oy |
|---|---|---|---|---|---|---|---|
| Beginning Consonants or Blends | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| | all | ar | ill | ing | ell | ight |
|---|---|---|---|---|---|---|
| Beginning Consonants or Blends | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

This exercise may be used with Lesson 22 of *Through Happy Hours*, to gove practice in the use of Key 75.

---

**REMEMBER:** WHEN A WORD ENDS WITH y, WE USUALLY CHANGE THE y TO i BEFORE ADDING A SUFFIX, UNLESS THE SUFFIX BEGINS WITH i.

---

DRAW A LINE UNDER THE SUFFIX. THEN WRITE THE ROOT WORD. SOUND OUT EACH WORD.

funnier funny

tried ________

frying ________

hurried ________

jolliest ________

dries ________

puppies ________

trying ________

happiest ________

ladies ________

sleepier ________

babies ________

sturdiest ________

candies ________

fries ________

carried ________

jellies ________

funnies ________

studied ________

bunnies ________

is exercise may be used with Lesson 21 of *Through Happy Hours*, to give practice in the use of Key 71.

---

**REMEMBER:** WHEN A WORD ENDS WITH A SILENT e, WE DROP THE e BEFORE ADDING A SUFFIX BEGINNING WITH A VOWEL.

---

DRAW A LINE UNDER EACH SUFFIX. THEN WRITE THE ROOT WORD. SOUND OUT EACH WORD.

given ______

lately______

snored______

baking______

rider ______

widest______

hoped ______

taken ______

driver______

wired ______

finely ______

hiking ______

safest ______

likes ______

shiny ______

raking ______

tamer ______

bites ______

lining ______

useful ______

## Review of First Grade Work

For use the first week of school to see how many suffixes the children can use correctly.

1. We are glad to be back in school.

   We will _______ many new books.

   read reads reading

2. Our teacher was here last year.

   She will _______ us this year.

   help helped helping

3. Her children _______ and _______ last year.

   work working worked

4. Some of the time we will be ______ on the playground.

   play plays playing

5. Our principal _______ us last year too.

   helped helps helping

6. He is _______ us again this year.

   help helped helping

7. He _______ the new children too.

   helps help helped

Second grade is fun. How glad we are to be in school.

## Digraphs (Auditory)

A digraph is a group of consonants having a single sound in a word or syllable. It may be found at the beginning, middle, or end of the word. Listen for the digraph at the beginning of the following words.

CHAIR
SHIP
GUARD
PHOENIX
THESE
WHICH
CHILD
SHARE
GUM
PHONICS
THINK
WHERE
CHOOSE
SHUT
GUESS
PHYSICAL
THUMP
WHALE

Listen for the digraph at the end of the following words.

EACH
CRACK
WISH
THOUGH
WITH
SING
BRANCH
BLOCK
FRESH
ENOUGH
WORTH
STING
LUNCH
TRACK
RUSH
ROUGH
PATH
CLING

Listen to the following words. Tell where you hear the digraphs--at the beginning or end of the word.

WHIP
ROUGH
GUIDE
THREE
CHAIN
MICROPHONE
BRANCH
PHONICS
QUEEN
WITH
WORTH
TELEGRAPH
GUEST
CHURCH
SHOE
BLACK
BRICK
TELEPHONE
QUIT
WASH
CHINA
ENOUGH
WRONG
WHETHER

## Digraphs (Written)

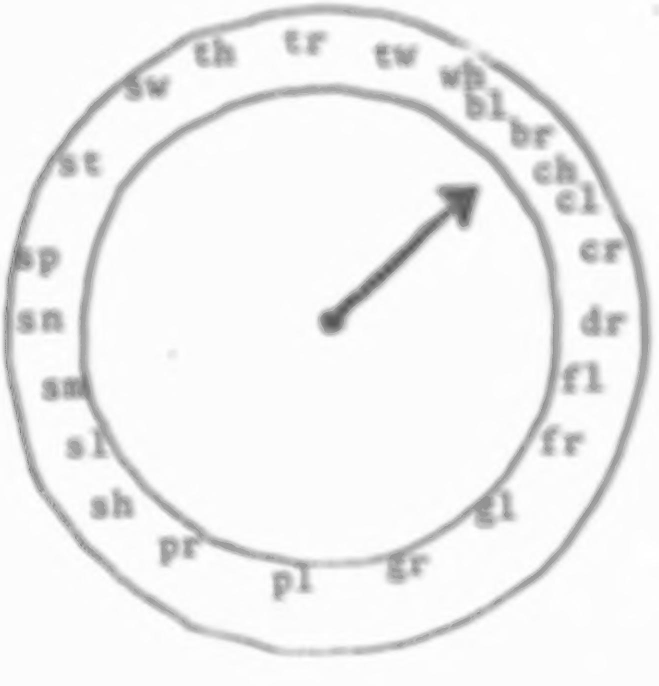
Underline all digraphs in the following words.

THIRST
CHARACTER
PHOTOGRAPH
STRUCK
LAUNCHED
QUAKE
TOUGH
PHRASE
FAITHFUL
BRUSH
GEOGRAPHY
CHURCH
LAUGH
TORCH
STRUNG
SHOULDER
BUCKET
ELEPHANT
LAUGHTER
ENOUGH
TOOTHBRUSH
ARITHMETIC
WHILE
THINK
WHISTLE
WISHING
GUARD
WEATHER
TELEPHONE
QUICK
WHETHER
EARTHQUAKE
THEME

# PHONICS SPIN WHEEL GAME

1. Spin Wheel Construction: Two wheels made of cardboard, one smaller than the other are needed for this spin the wheel game. The small wheel fits on top of the large wheel. In the center of the small wheel is a paper clip or a pin which permits the small wheel to rotate freely. Also, the small wheel bears consonant blends, digraphs, etc.

2. Phonics Spin Wheel Game: The class is divided into teams. The teacher spins the inner wheel. As the arrow on the small wheel stops and points to a blend on the large wheel, the first members of the teams are to walk quickly to the chalk board and each will write a word beginning or ending with that blend. The player who finishes correctly first scores a point for his team. Then, the small wheel is spun again and the next team members in line write words beginning or ending with the newly designated blend. The game continues in this manner and can be stopped at any point. The team with the highest score at the time the teacher stops the game is the winning team.



## SUFFIX GAME

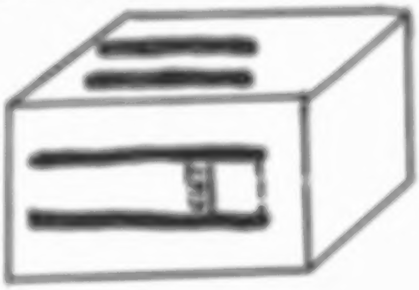
Have two teams with a captain for each and one scorekeeper at the chalkboard. Each captain takes a like number of flashcards containing words having suffixes. Each player in turn takes a flashcard from his captain. To score 3 points he must say the word correctly in a sentence. Should he miss any part of his turn, his opponent has an opportunity to score that point. The scorekeeper will announce the points each child makes and write it under the captain's name at the chalkboard. The team having the most points wins.

## Vowel Game (Variation of "Do This--Do That")

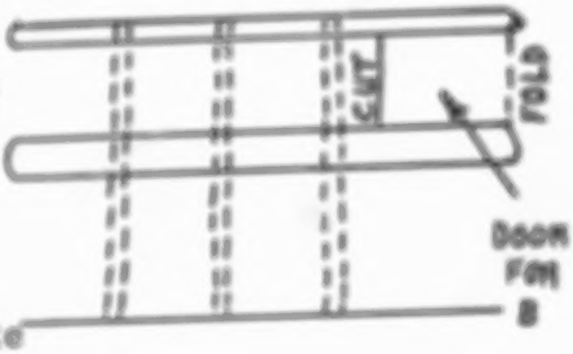
With all children standing, the leader will call out one short vowel sound at a time, assuming a different position with his arms as each sound is called out. The children follow the gestures of the leader until they hear a long vowel sound. Anyone following the gesture of the leader then will have to sit down. The procedure may be reversed, calling out long vowels, with an occasional short vowel sound.

## WORD MACHINE

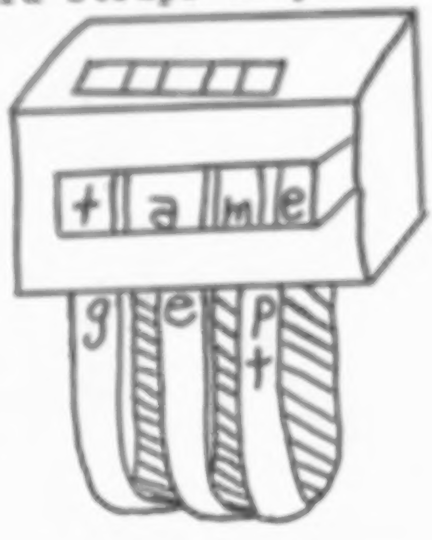
This a very effective teaching tool.
**MATERIALS:** A topless corrugated cardboard box (mine was 12" x 9" x 9"), three strips of soft plastic, each about two inches wide, such as, a foot of the soft all-plastic upholstery material in a light color, and use the white underside as the surface. This is 48 inches wide, so the strips were 48 inches long. Paint.
**CONSTRUCTION:** Saw (or cut) two slots in the front of the box, and two slots in the top. (See diagram.)
Next, a little "door" is made in approximately the last fourth of the space between the front slots by carefully cutting and bending. Three dividers are inserted in through the corrugation to keep the plastic bands in the right places. (Basket reeds work well.) Wire could be used, or heavy pipe cleaners. At this point the whole box is given two coats of enamel, mostly for durability. Then the plastic strips are threaded in, and the ends of each strip are sewn securely.



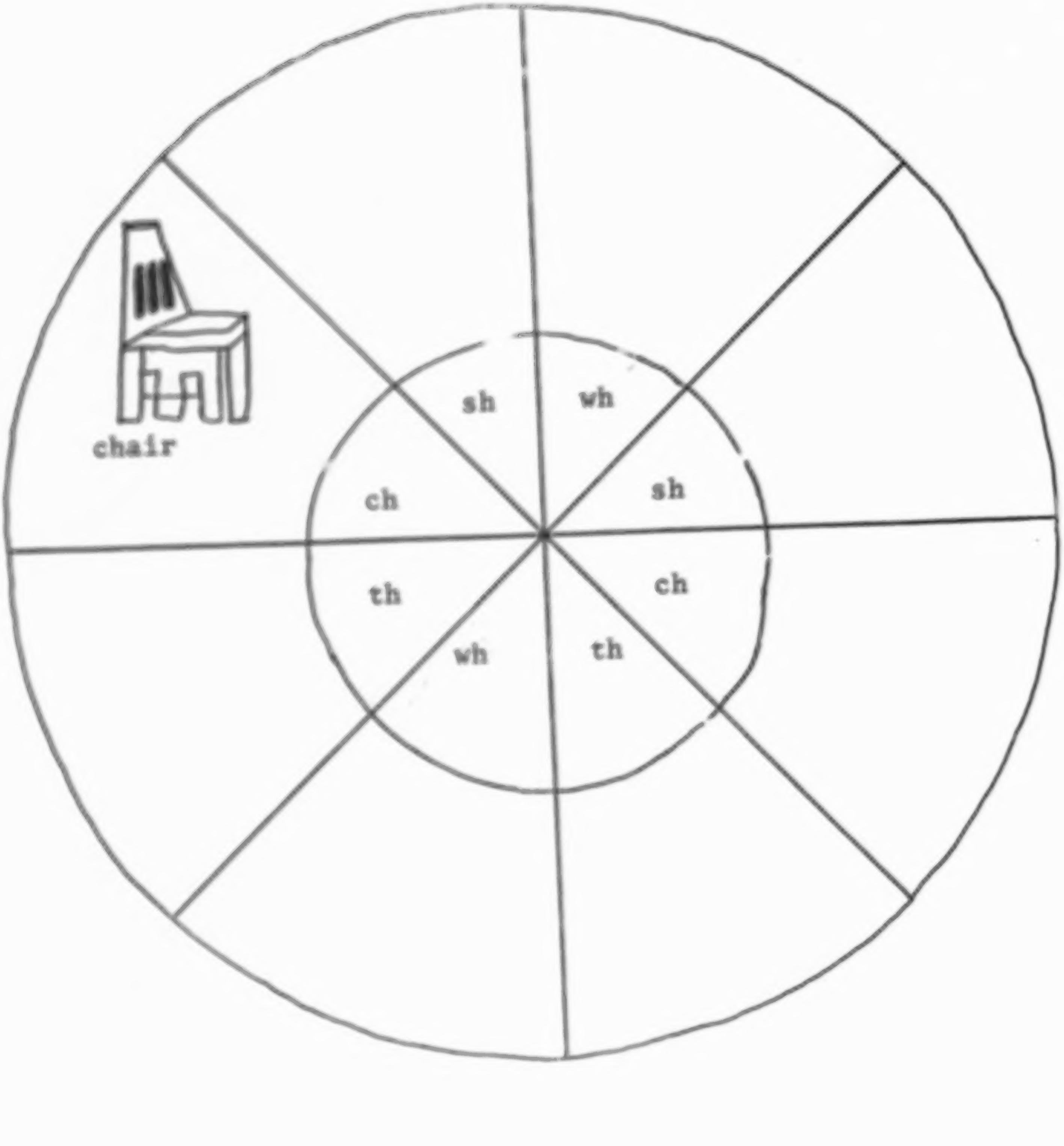
**USE:** The second strip has the single vowels written with a felt pen, spaced so that just one at a time is visible. Next come the common vowel combinations that make long sounds-ai, ee, ea, oa, ui. The day you have the first consonant, t, put t on the first and third strips, and you can make many words. A piece of paper with e on it is glued behind the door, so that the door can be opened to see it, or close it off. Add each consonant and digraph to the first and third strips as you come to it.



This box can be used in presenting and analyzing words to groups, and can be in constant use throughout the year by the chidren working individually and in pairs, sometimes sounding out a word put in the box, sometimes using it to work out the spelling of a word. They love doing rhyming words on it.



Draw a picture starting with sounds in the center. Write the word by the picture.


sh
wh
ch
sh
th
ch
wh
th
chair

## SYLLABLES

The following words have more than one syllable or part. In each word, one syllable is spoken louder than the others. After you read each word, draw a line under the part of the word that sounds louder than the other parts.

open
into
vowel
tulip
music
habit
magic
roses
pilot
apart
seven
arrow
below
cabin
napkin
person
eleven
eraser
pillow

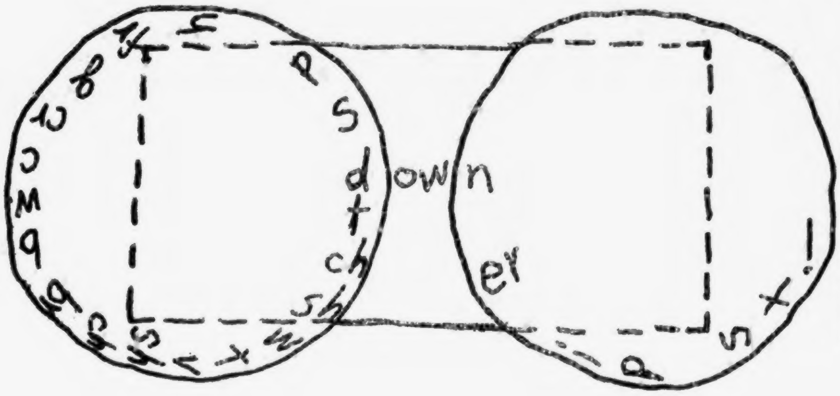
potato
secret
shadow
yellow
matter
pocket
window
listen
parrot
fasten
ticket
garden
polish
pencil
finger
belong
fatten
picnic
pasted

prizes
rabbit
basket
kitten
happen
peanut
hunger
hammer
hunger
garage
forget
sudden
button
kitchen
hundred
excited
glasses
rushing
pumpkin

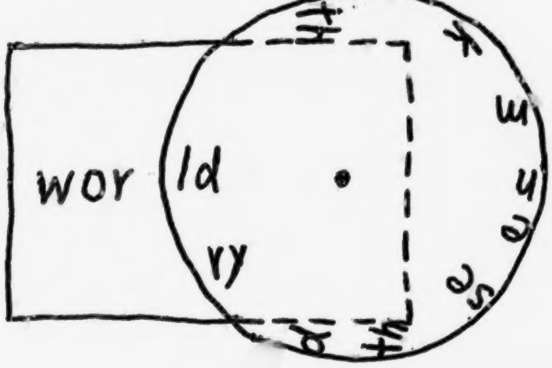
chicken
invited
bicycle
deliver
machine
grocery
showing
sandwich
engineer
football
goldfish
haystack
fourteen
children
remember
furniture
conductor
lightning
department

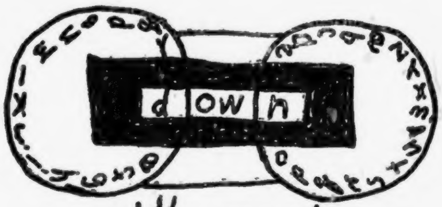
## DIPTHONG WHEELS

The old spelling wheels can be adapted to the dipthong and other special vowel sounds presented in Dot and Jim. The use of a black construction paper mask showing just one combination at a time simplifies things.

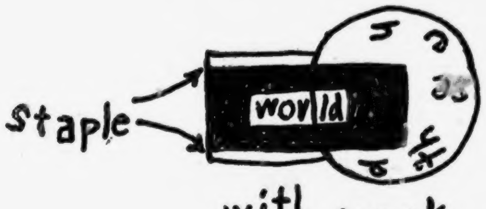


Single Wheel- WOR





with mask



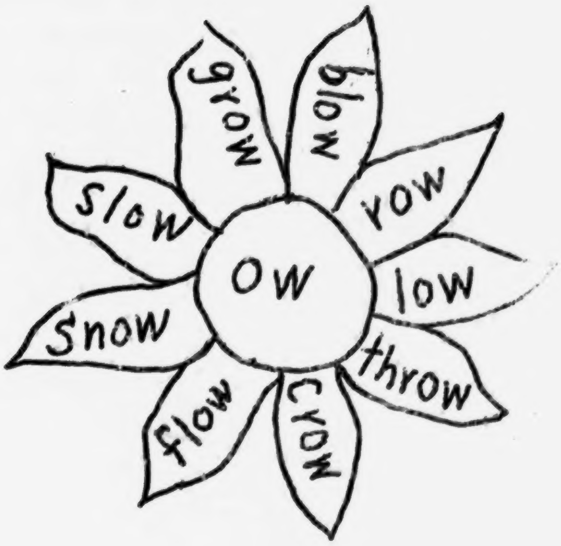
with mask

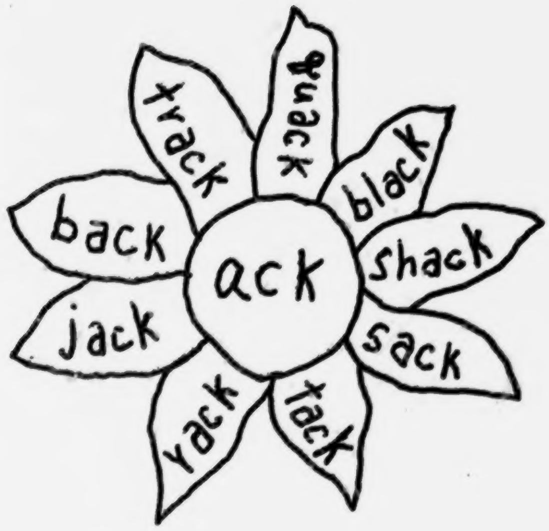
After the wheels have been used for several weeks by the children, and the novelty has worn off, put an envelope of questions with each wheel. It can be a game for pairs of children. One would draw a question and read it, the other would dial the answer, or sometimes the answer could be chosen, and the proper question hunted up.

EXAMPLE (for "ow" wheel)

A swing can go up and ______.
This is a funny man.
This is a color.
This is a city.
This is a long dress.
This animal says moo.
At the end of the dance we ______.

## Make a Bouquet of Words


ow
grow
blow
row
low
throw
crow
flow
snow
slow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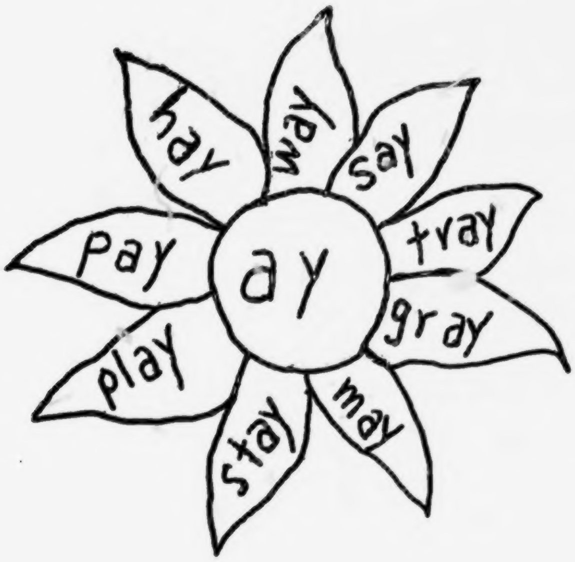
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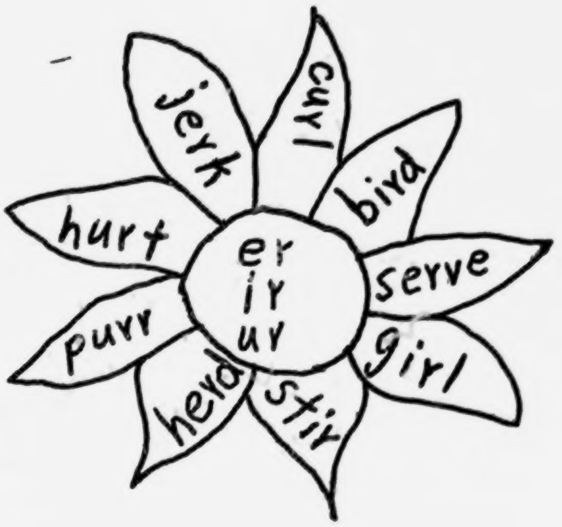
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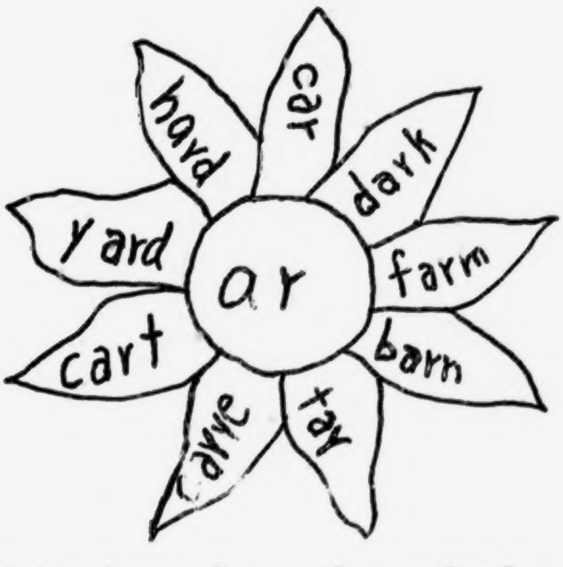
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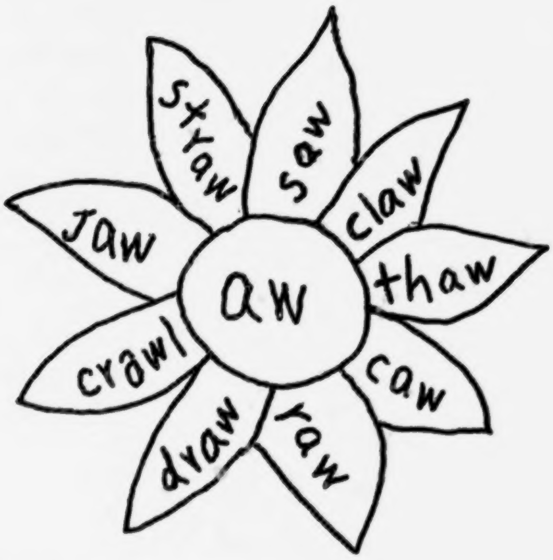
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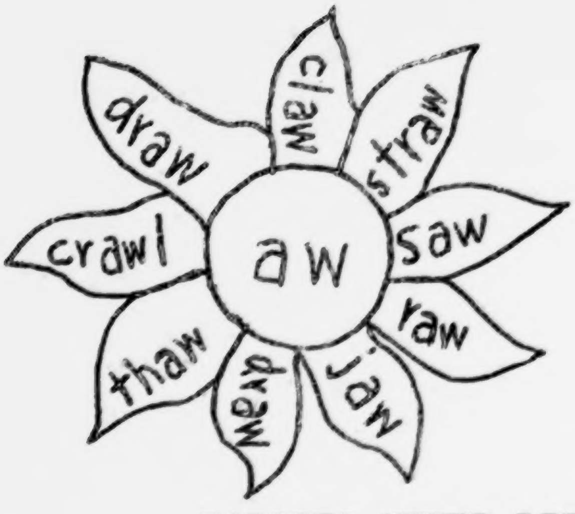
caw
raw
draw
crawl
jaw

This is only a few of the possibilities. This idea could also be used with addition and subtraction facts.



DAISIES NEVER LIE

If a child can correctly name each petal of his aw-family, it is his to keep and mount or do whatever he wants to with it. Other flowers in the same way--ee, ay, oa. To make a flower that can be used over and over, attach a toothpick to each petal (made of colored construction paper) and make the center of corrugated cardboard. The child pokes the toothpick onto the center as soon as he has named the word on the petal. When he has completed the flower, he may receive a flower sticker to paste in his notebook, or on a chart beside his name.

2. Plan additional activities to use this story, especially to refer to the vowel sounds to be mastered. We think of a-e-i-o-u as hiding words because usually they are "inside" the word and are sometimes difficult to hear or see.

A clown is
a funny, funny fellow.
He likes to play tricks.
He will play a trick
on his mother
on his father
on his sister
on his brother, or
on his friend.
Well, well, well!
Listen to what I tell:

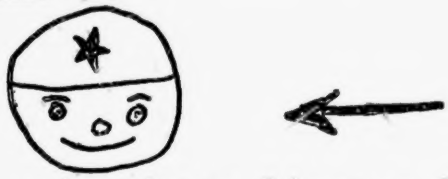
Five of our letters are like clowns. They play tricks on every boy and girl. They bide in words; they stand in the wrong places, and sometimes they do not make a sound at all.

Remember the names of these letters like clowns-
a-e-i-o-u
When you see them in words, call them by their short names;
a-e-i-o-u

3. The following jingle helps girls and boys to remember the long sounds of the vowels. You may wish to have a copy in the classroom until the children are familiar with it. Children can copy each two-line jingle on a page for My Sound Book, then write words round having the long sound of the vowel in the jingle.

This a says A;
Run out to play.
This e says E;
Can't you see?
This i says I;
Do not cry.
This o says O;
I told you so;
This u says U;
That is true;
Now say a, e, i, o, u;
My story's through.

4. Final silent e.

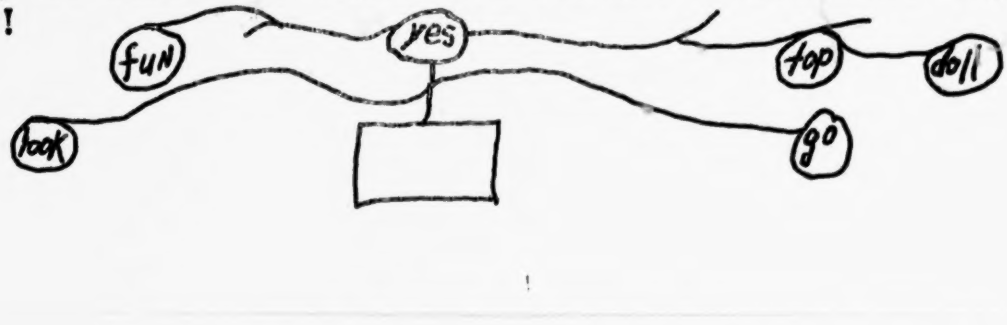


e is the policeman letter.
He stands at the end of a word
to make the vowel say his name.
Watch what policeman e can do!

Policeman e makes

| | |
|---|---|
| bit say | bite |
| plan | plane |
| not | note |
| us | use |
| at | ate |
| rat | rate |
| fin | fine |
| can | cane |
| pin | pine |
| mad | made |

5. The Key-Word After beginning sounds of a number of Key Words have been learned, a Key-Word Tree may be made. The children can bring a shiny can filled with sand, clay, or pebbles. Stick a branched twig into the can. Cut circles of colored paper about the size of a quarter. After checking knowledge of the beginning sounds of the key words, a circle may be made for each word known. Watch the Key-Word Tree grow!



Phonic is written symbols of phonetics. There are forty-two sounds with twenty-six letters. There are nine different sounds for letter "a".

English is not particularly a phonetic language. The problem is that we try to represent about a hundred sounds with twenty-six letters.

Phonics is only one of the several techniques in teaching reading. Basic readers contain plenty of phonetic material.

Pure phonic systems develop a tendency for chidren to recognize sounds. The inductive methods should be used when we teach phonics. Consonant sounds should be introduced before vowel sounds. If you will vary the teaching of phonics the practice of following the teachers guide is desirable. Phonic instruction and review should be continued throughout elementary grades. And even into High School if necessary.

Phonics

There are four processes to be covered:

1. Auditory discrimination: Discrimination of words in a sentence.
2. Visual discrimination: Auditory and visual discrimination cannot be overemphasized.
3. Word blending or building: Need to be able to distinguish sounds of words or it's a waste of teacher's time.
4. Contextual application: Placed on sounds of words and the way in sentence structure.

Do these:

1. Wait until child finishes reading to have phonetic lesson to avoid losing meaning of content.
2. Call letters by sound.
3. Introduce techniques or rules when the need arises or when they apply.
4. Speak the word as a unit.

Do not do these:

1. Don't respond in chorus.
2. Don't teach rules unless they are simple.
3. Don't drill just for the sake of drilling.
4. Don't break a word into independent sounds.

Reading is a thinking process, in which the reader both grasps the author's meaning and reflects upon the significance of his ideas. Although a few critics of American reading instruction still consider reading to be a highly mechanical process of recognizing written and printed symbols, most people view it as one which involves not only the fluent, accurate recognition of words, but also the fusion of specific meaning represented by them into a chain of related ideas.

To help pupils achieve accuracy and depth of understanding of what is read is a major goal of all reading instructions.

1. The teacher herself had in mind definite goals of instruction and provided specific activities to develop specific Comprehension Skills. She realized that the quality of her questions during the discussions which followed silent reading related directly to the pupil's Comprehension.

2. The teacher made certain that reading was associated with concrete or vicarious experiences whenever possible.

3. Schools were providing planned sequential programs of skills development. Obviously, comprehension skills can not be learned "once and for all" at any one grade level.

The coordination and integration of words meaning into an organized idea is basically what is meant by good comprehension.

Teaching purposes of skills in the primary grades are: 1. grasping the general idea or meaning of a passage, 2. interpreting facts accurately, 3. identifying the sequence of ideas and events, 4. reaching a conclusion or generalization, 5. following directions, 6. evaluating ideas for relevancy and 7. recognizing the mood, tone, or intent of the author.

The coordination and integration of words meaning into an organized idea is basically what is meant by good Comprehension.

# MORE PHONICS AND OTHER WORD ATTACK SKILLS

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Members of group:

Mildred Brock
Nancy Cobb
Render Crook
Anne Hill
Lanette Horton
Jean McLauglin
Jackie Williams
Lucy Williams

# INTRODUCTION

Before any meaning can be derived from a word, the reader must be able to identify the word. Meaning is attatched to a word symbol; therefore, one of the major tasks confronting teachers is to give instruction in phonics and other word recognition skills. In Teaching Reading in High School, Karlin groups the word recognition skills into the following five categories.

1. Use of phonics
2. Use of context
3. Use of word structure
4. Use of dictionary
5. Use of sight words

Because of the wide-spread interest in phonics and the many available materials on the subject, it is sometimes difficult to keep in mind that phonics is not a means to an end, but an end to a means. It is simply a starting point in the process of teaching a child to read.

In the phonics exercises included in this group report, we have tried to include those which emphasize the elements of phonics, consonants, consonant blends, vowels, and digraphs. Each phonic lesson should grow out of a contextual setting and end with a contextual setting, and at no time should the sound of a phonic element be removed from a natural surrounding.

Regardless of the phonic element to be taught, there are four processes that should be covered:

1. Auditory discrimination
2. Visual Discrimination
3. Word blending or building
4. Contextual application

With these above items in mind, the general procedures used to teach phonics vary widely; however, it is the opinion of this group that a teacher should heed certain Do's and Don't's in teaching phonics.

DO: Teach only the rules that are effective in eighty to ninety percent of the cases.
Call letters by alphabetical names, not sounds.
Introduce word analysis when it applies or the need arises.
Use students'generalizations and not general phonetic rules.
Introduce the consonant sounds before the vowel sounds.
Use the inductive method in teaching phonics.

DON'T Teach rules.
Introduce phonics in oral reading.
Drill just for the sake of drilling-drill when the child needs it.
Teach phonics in chorus.
Give rule and then exceptions.
Break words into independent sounds, but use units of sounds.

The ultimate purpose of teaching phonics and the word attack skills is to provide the student opportunities to comprehend the written symbols of our language. No one skill can be isolated as being the most important. Only when a student learns to use the various methods of attacking words and their meanings does he achieve an important step in the difficult process of reading.

# THE ALPHABET FAMILY
## (A PLAY)

The children are the letters in the alphabet. (They must be very quiet for now they can only make their own sounds.) Each child wears a large letter made from construction paper. (They are 9 or 12 inches tall.) The consonants are red and the vowels yellow. The children think these are "happy colors". (These are pinned on each child just before the program.) In an actual situation:

I had 29 children in my group. I had two children as Y, one as a consonant and one as a vowel. The one stood behind the other until the vowels stepped forward. I had my two extra students help me get the "show on the road".

Each child had something to hold. I used my phonics wall charts for the vowels. These are 8 by 10 board cards. They have the capital letter and the small letter, a good picture and the word under the picture, with the vowels marked long or short.

The consonants held word cards printed on tag board or a property, the name of which began with their letter.

The children enter to the music of the Alphabet Song:

A, B, C, D, E, F, G,
H, I, J, K, L, M, N, O, P,
Q, R, S, T, U, V, W, AND X, Y, Z.
Happy, Happy, as can be
'Cause we know our a, b, c,'s.

(Play music slower for underlined words.)

All- As you can plainly see
We are the alphabet from A to Z.
Some of the things that we can do
We will try to show to you.

The vowels step forward (hold and show cards as they speak, to illustrate their sounds).

Vowels- We are the vowels A,E,I,O.U, and sometimes Y
To help you we will always try.
In all the words you read and say
You'll find us there to work not play.

A- Hello, my name is A.
When I am a long vowel I say my own name as in the word Cake
(The boxed word is the card)
When I am a short vowel I say a as in the word apple

E- My name is E.
When I am a long vowel I say e as in the word peach
When I am a short vowel I say e as in the word elephant

I- My name is I.
When I am a long vowel I say i as in the word pie.
When I am a short vowel I say i as in Indian.
O- Hello! My name is O.
When I am a long vowel I say o as in hello.
When I am a short vowel I say o as in ostrich.
U- My name is U.
When I am a long vowel I say u as in ukelele,
When I am a short vowel I say u as in umbrella.
Y- When I am a long vowel I say i as in the word cry
When I am a short vowel I say i as in the word baby.
The consonants now step forward (keeping the alphabet in order). They show cards or properties as they speak.

CONSONANTS- We are the consonants as you can tell.
And with the vowels we work well.
Sometimes we begin words,
Sometimes we are at the end,
Sometimes we are in the middle,
And sometimes we blend.

B- My name is B.
Baby caught a bumble bee
"Buzz," said Bee, "don't play with me."
C- Hello! I am C.
I am really a copy cat.
I cough like k and hiss like s.
coat face
D- I am D.
My little dolls Dot, Don, and Dean
Are the dearest dolls I've ever seen.
F- My name is F.
F is like a funny fish,
Floating in a fancy dish.
G- My name is G.
I have two sounds.
Little goat ran through the gate
Down the road and past the lake.
But when I am followed by I, Y, or E,
I change my name to sound like J.
goat gypsy
H- Hi! My name is H.
I have a horse, his name is High
Clippety, clop, he gallops by.
J- Hello! My name is J.
I have a little jug
It rhymes with bug.
K- My name is K.
I have a little kitten
He likes to play with my red mitten.

L- My name is L.
I like to see the lovely leaves
Falling lightly through the trees.
(have some real leaves)
M- I am M.
Mother makes such pretty things,
Makes them nice enough for kings.
N- Hello! I am N.
I found this nest in an old tree,
It was just low enough for me to see.
P- Do you know what my name is? It is P.
Piggy Pig got out of his pen
Chased by geese and little red hen.
Q- My name is Q.
Did you know Q has a friend called U?
Together you will always see these two as in queen.
R- My name is R.
My little rabbit ran out in the rain,
Ran down the road and hid in the grain.
S- My name is S.
I sing a song to the sun,
I sing a song and have some fun.
T- My name is T.
Telephone, telephone, ting-a-ling, ling,
Telephone, telephone, what a long ring.
(Have a play telephone-child rings it before speaking.)
V- My name is V.
Isn't that a pretty vase?
I will put it in a very safe place.
W- Hello! My name is W.
Will's wagon with its happy load
Went rolling down the country road.
X- Hello! My name is X.
I borrow my sounds from K and S,
When I say box I make a hiss.
(Have a box if possible that opens; child can open it as he speaks.)
Y- My name is Y.
When I am not a vowel I say y as in the word yellow.
Sometimes I end a word and am a quiet fellow.
yellow day
Z- My name is Z.
As you already know
I'm at the end
And I close the show.

Music--Children go off the stage while singing the Alphabet Song.

(or) After Z has spoken, a forlorn child appears, says or sings the following lines:

Sorry, sorry as can be
'Cause I don't know my ABC's
So very, very sad I look
'Cause I don't got no Economy Book. (good English may be used.)

One of the children hands him a book, he smiles, and they go off singing together the Alphabet Song.

## VISUAL-AUDITORY PERCEPTION OF CONSONANTS

### G and C

Identify the two sounds of the letter g.
Put g by the word if "g" sounds as it does in gave.
Put j by the word if "g" sounds as it does in magic.

___ bag
___ dog
___ wiggle
___ pig
___ engine
___ gate
___ good-by
___ package

___ leg
___ game
___ hungry
___ wag
___ gallop
___ forget
___ village
___ geese

___ bug
___ egg
___ wagon
___ goes
___ cabbage
___ large
___ dig
___ girl

Identify the two sounds of the letter C.
Put k by the word if "c" sounds as it does in coat.
Put s by the word if "c" sounds as it does in nice.

___ excite
___ color
___ carry
___ cool
___ uncle
___ once
___ ice
___ second

___ police
___ dance
___ country
___ place
___ voice
___ caw
___ magic
___ cart

___ calf
___ became
___ face
___ fence
___ city
___ count
___ Nancy
___ climb

After this exercise has been completed, corrected, and discussed, the children work independently. (next day)

Have the children look up words in any books available and list words having the sounds studied for letters G and C.

List the words and then put s or k for the "c" sound and g or j for the "g" sound.

### MATCH THE SOUNDS--Vowel sound review

Think of the vowel sound in each numbered word. You will hear that same vowel sound in the accepted syllables of two of the words beside each numbered word. Write those words on your paper.

1. brush
huge
stuff
duty
bucket

2. comb
unto
goblin
glow
woven

5. kite
rifle
quiz
vinegar
hi

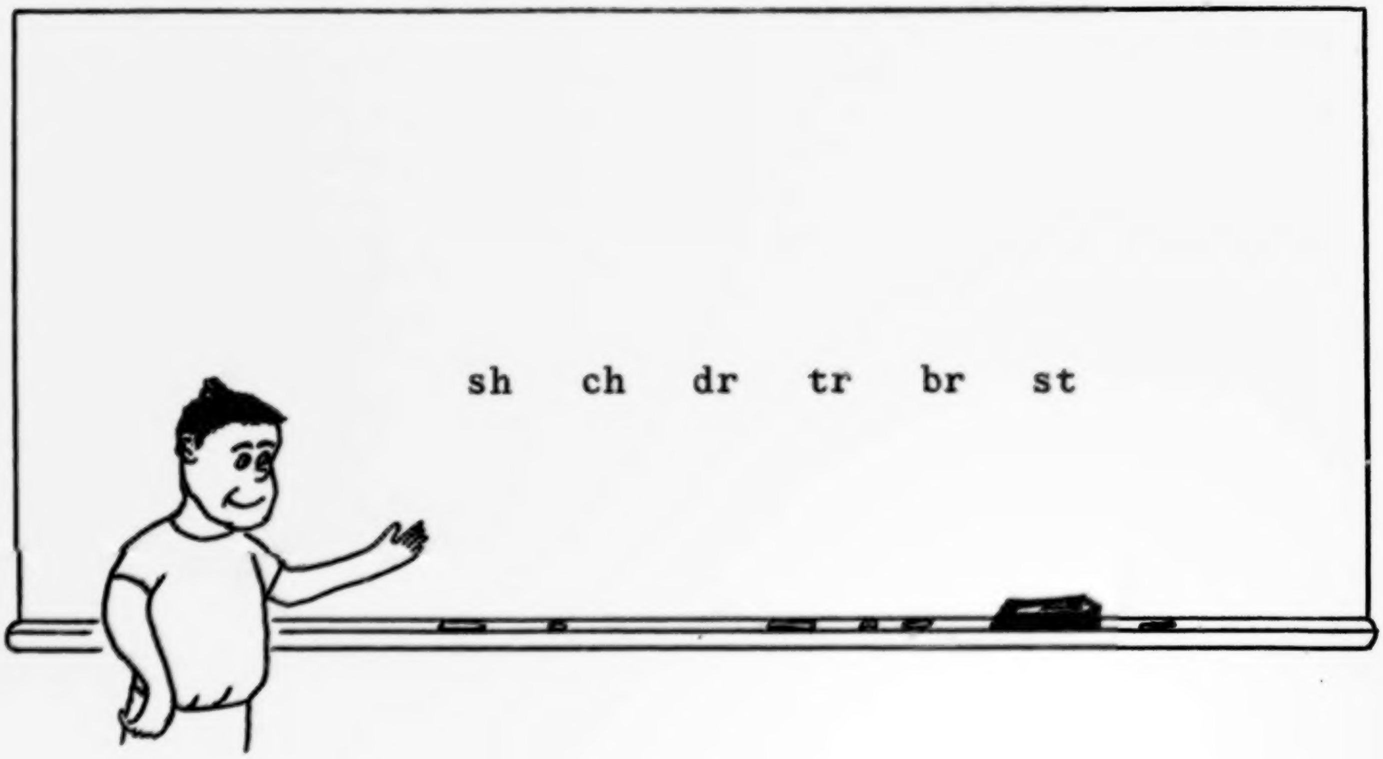
6. heart
scale
card
scar
cable

jeans
paddle
3. key report
screen

cause
mount
4. cow lord
allowance

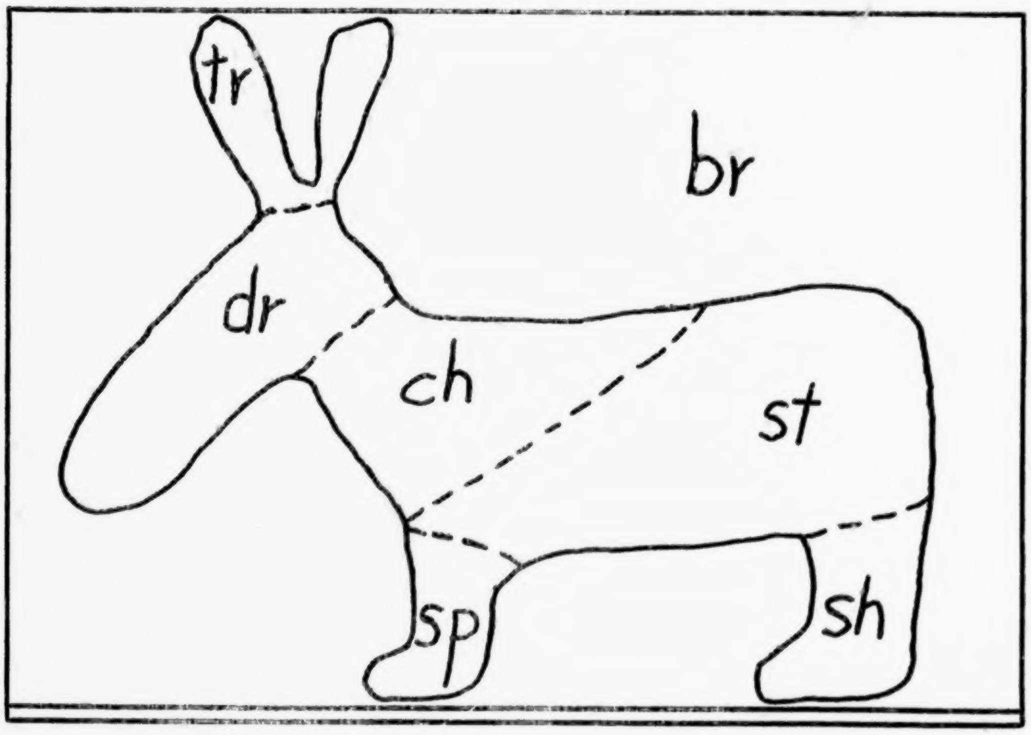
boast
Tony
7. goat probably
broad

Canada
Italy
8. flag errand
tangled



### SHUFFLE BLACKBOARD

1. Phonics Shuffle Blackboard: Write six or more starting sounds across the blackboard.
2. A child is chosen to stand at one end of the chalk tray.
3. At a given signal, he slides the eraser along the tray.
4. The child must pronounce a word beginning with the starting sound above the eraser.



DRAW THE TAIL ON THE DONKEY

1. Phonics Draw The Tail: Draw a large donkey on the blackboard.
2. Put starting sounds on various sections of the donkey as shown above.
3. Choose a child and bring him to a spot a few feet from the donkey.
4. Blindfold the child and give him a piece of chalk.
5. Lead the child to the donkey. He must draw a tail on the picture of the donkey.
6. The child makes his mark and the blindfold is removed. He must say a word beginning with the starting sound in the section marked. If he completely misses the donkey, he uses the sound located outside the picture.
7. If the child correctly uses the starting sound, he can now call another child up to the donkey.

## GAMES CORRELATING READING, ORAL LANGUAGE AND SPEECH

### A GAME WITH SH

CAN YOU TELL?
WHERE CHILDREN LIKE TO GO? (SHOW)
WHAT YOU WEAR ON YOUR FEET? (SHOES)
WHAT THE SUN DOES? (SHINES)
WHAT DO YOU DO TO AN OPEN DOOR? (SHUT)
WHAT HAS WOOL ON ITS BACK? (SHEEP)
WHAT CAN TRAVEL OVER WATER? (SHIP)
WHAT THE TURTLE HAS ON ITS BACK? (SHELL)

### A GAME WITH TH

MOTHER USES IT WHEN SHE SEWS. (THIMBLE)
ONE, TWO (THREE)
WHAT SNOW AND ICE DO IN THE SUN. (THAW)
IT TELLS THE TEMPERATURE. (THERMOMETER)
IT COMES AFTER TWENTY-NINE. (THIRTY)
MADE FOR OUR TEETH. (TOOTHBRUSH)
WHEN YOU NEED A DRINK. (THIRSTY)

## SUGGESTED GAME-OBJECTIVE-AN AID IN THE TEACHING OF LONG AND SHORT VOWELS.

EXPLANATION OF IDEA FOLLOWS:

This game could be used as an aid in the teaching of both the auditory and visual perception of the long and short vowels. The title of the game could be "Can You Bake Good Pies?"

Materials needed would be two paper plates and ten clothes pins.

How to do this. Divide each paper plate into 5 equal pie-shaped sections by marking, (2) In each section have the vowels Oo, Aa, Ee, Ii, Uu, Manuscript written. (3) One paper plate will consist of long sound vowels, the other will consist of short sound vowels. (4) Mark the 10 clothes pins accordingly.

Perfect baking of the "pies" means correct matching of the sounds on the pins to the pie sections. The teacher might call the clothes-pins the hot-holders.

Suggestions for strengthening use of "th" sounds. (voiced and voiceless)

Finger-plays, verses, and jingles.

(1)
Thinkery-thinkery-thum
I like bread with jam
Thinkery-thinkery-thum
How shall I give you some.

(2)
Thee-thi, tho, thum
This is my hand and
This is my thumb
Ooth, oth, ath, eeth
This is my mouth and here
are my teeth.

(3)
Thirty-thousand thoughtful boys
Thought they'd made a thundering
noise,
So with thirty-thousand thumbs
They thumped on thirty thousand
drums.

(4)
The Old Gray Goose
An old gray goose and I
Th! Th! Th!
I stretch my neck and cry
at puppies passing by!
I like to make that cry
Th! Th! Th!

Part II
The Old Gray Goose
When Puppies jump and run,
Th! Th! Th!
I think it's lots of fun!
An old gray goose like me
Th! Th! Th!

Good Stories for the "th" sound to use with sack hand puppets.
"The Lost Thimble" p. 75
"Thumpy, the Easter Rabbit" p. 79
"Talking Time"--Scott-Thompson--Webster Pub. Co. 1951.

Games to Play

"Whispering Game" (really not hear but "see" sound)

Review a list of the "th" words (voiced or voiceless). After several examples by the teacher using correct lip and tongue action, but no sound, have a child select a word to present to the class. The child who knows what he has "said" is next "it".

Hide the Thimble (verbally)

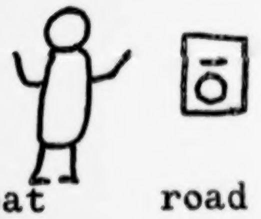
A child thinks where to hide a thimble (using a word with "th" in it). The one who is chosen to guess says "Did you hide the thimble in the bathtub?" etc.

## Introduction

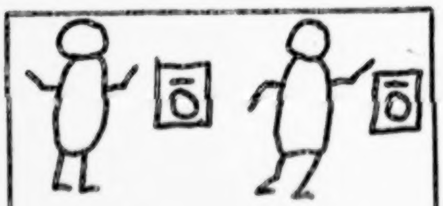
The district uses the Scott, Foresman Basic Reading Series. It has heterogeneous groups so that children come to the second grade with a reading range from pre-primer to second grade. The Economy System might be used to advantage to start the second grade reading for all the class. These exercises should be adapted to the situation, but try to think of things to use with particular children. English is their second language.

## I

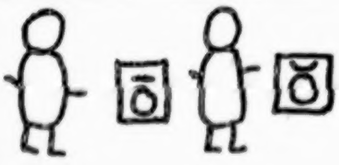
As the vowel sounds are taught, rules and vocabulary developed, this could be used for seatwork varying the page to suit the group. Perhaps it is best to start with one long vowel sound and with words they know, then add the other long sounds as they are taught, and finally the long and short sound of the same vowel.



| | |
|---|---|
| coat | road |
| home | hop |
| so | fold |



| | |
|---|---|
| toad | Jane |
| go | nail |
| not | gate |
| boat | Sally |
| told | bake |



| | |
|---|---|
| goat | Tom |
| tone | got |
| no | frog |
| look | Spot |
| cold | not |

## II

This idea can be used with flannel board figures of Mother Vowel and her children as the sounds are taught. Make a figure for Mother and one each for her children with their names. Mother will introduce one at a time with an informative little story. Use picture cards from a commercial Vowel Game for the sounds. Pass these picture cards to the children in the group, selecting pictures with the vowel sound being studied. The children study their pictures and decide on the name and if it has the vowel sound. Then they will take turns placing one card at a time on the flannel board and saving the name of the picture and giving the vowel sound.

After they know the sound, switch to word cards and have them do as with the picture cards. When all vowel sounds have been taught, this can be made into a game. Each child starts having ten points. Any sound missed takes away one point, the object being to see who can keep their ten points. The children should have ideas to vary the game.

## III

For teaching the long sounds of vowels, use this as a musical game--preferably with the whole class.

In Book Two of Our Singing World Music Series is a song from "The Shoemaker and the Elves" in which the elves are named Alfun, Elfun, Ilfun, Olfun, and Ulfun.

Make five peaky paper elf hats for each elf and a large card with his name indicated by the long vowel sound. This card can be fixed so as to hang around his neck.

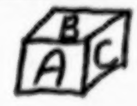
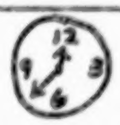
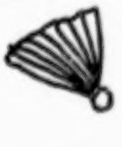
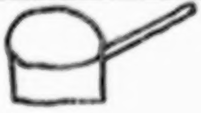
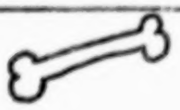
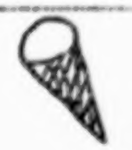
Here is a place for the children to make up an original song or perhaps just new words for the old melody to introduce the elves.

Pass out the picture cards of things with the long vowel sounds to the children. Have them study their cards so they can take turns lining up with "their" elf sound correctly. The names of the pictures can be given in sort of a blank verse type of choral reading, so each child has a chance to say his word while the others listen. Then they may sing and march, skip, run, or gallop around with their elf as he chooses to direct them.

Each elf in turn calls for his followers and they do as above. Word cards can be used after the picture cards.

## IV

Use this for seatwork, choosing words that the group can work out from consonant substitutions. Either make a stencil with the pictures, or a permanent chart and a stencil with spaces for the children to make their own pictures.

| | |
|---|---|
| cone<br>pan<br>clock | bone<br>fan<br>block |
|  |  |
|  |  |
|  |  |

Tell the children to:

1. Study the pictures.
2. Look for the name of the picture. Cut out the name and paste it under the picture.
3. Color the picture.

## V

After the children have been taught the vowel sounds and rules, consonant sounds and blends, use this sort of sheet first for a check:

Tell the children to find the word with each sound.

Then write the word next to its sound:

| | | | |
|---|---|---|---|
| ō ______ | ŏ ______ | dress | pie |
| ā ______ | ă ______ | pony | puppy |
| ē ______ | ĕ ______ | cap | dish |
| ī ______ | ĭ ______ | mule | cake |
| ū ______ | ŭ ______ | peach | |

After correcting this exercise, the same words can be used for classifying, as:

| Things you can eat: | Things you can put on: | Animals: |
|---|---|---|
| | | |

Make a picture.

Name the picture.

NAME________________________________

Write these words in the right boxes.
Cross out the words as you use them.

peach
line
drum
dim
frame
doll
gate
frog
road
pan
sent
bank
pet
cap
hump
must
cube
face
flute
free
pie
fish
meat
ice
suit
coat
home
clock
dress
hill

| | | | |
|---|---|---|---|
| a | e | i | o |
| | | | |
| u | a | e | i |
| | | | |
| o | u | | |
| | | | |

Reading Games adaptable to seasons, units, etc.

MATERIALS:

Jack-o-lantern, tree for Christmas, zoo animals, etc.

Word, phrase, sound or picture cards from a reading series. These may match word sounds etc. on Christmas balls or Easter eggs. Balls, eggs etc. may be used to decorate tree or fill basket after sound or word has been given.

PROCEDURE:

Phonics

Teacher says sound, then child finds word or picture containing that sound and places it in pocket. This can be used with vowels, consonants, blends, rhyming words etc.

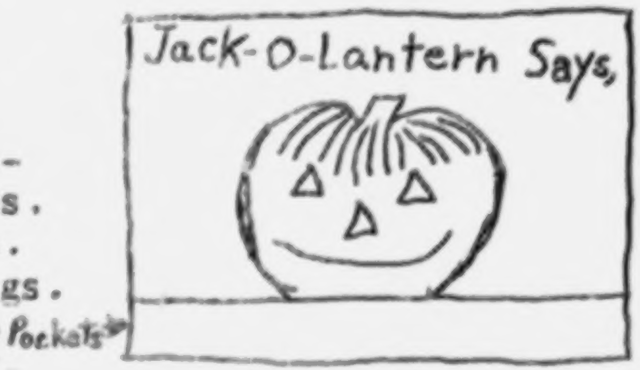
**Reading**

Sentences; (i.e. Find a line that tells someone is in a hurry and place it in the pocket.)

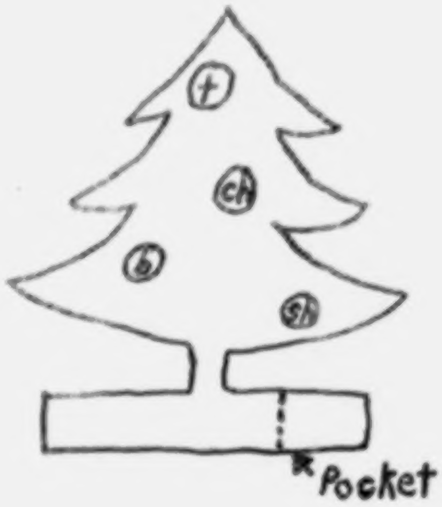
Words to build vocabulary and meaning; (i.e. Find a word that tells how you feel.)

After child has had his turn he says a sound, sentence or word and chooses another child to take his place.

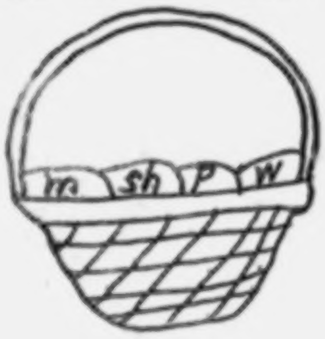
These games could be used for numbers and other subjects.



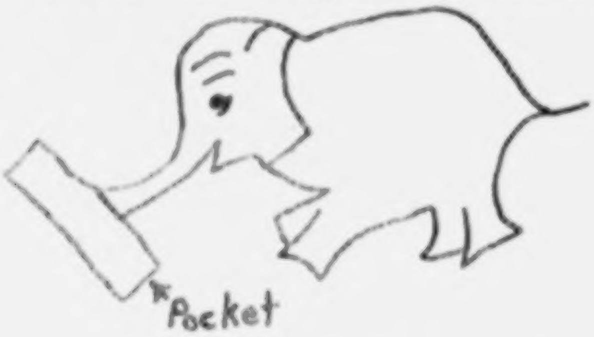
Decorate the Christmas Tree.



Fill the Easter basket.



Feed the elephant peanuts.



**Games:** Good for reading and phonics but adaptable to other subjects.

### Eraser Shuffleboard:

Place sounds on blackboard.

i.e. b c d f s

Child slides eraser on chalk rail. He must say a word using the sound the eraser stops under. If he cannot the class helps him. He chooses another child to take his place.

### "Is It?"

To help in mastering unphonetic words place words to be learned on blackboard. A child is chosen to hide his eyes or leave the room. The leader points to a word and says it correctly without sound using mouth and lips-class repeats. The chosen child comes to the board, points to a word and says, "Is it enough?" The class responds, "No, it is not enough", or, "Yes, it is enough." "It" then chooses someone to hide his eyes and he becomes the new leader.

### "Show me" or "Mr. Peek-a-Boo says"

Make a small card holder (tagboard, 3x4 inches) for each child. Each holder should contain sounds being studied, i.e. ā ē ī ō ū. The leader says "Show me the sound in home." Each child places a card at his forehead facing the leader. This makes it difficult for children to see each others cards and easy for the leader to check correct response.

This can also be "Mr. Peek-a-Boo says". Make a clown face approximately 7"x10" - felt pen and colored construction paper is adequate and easy. Punch a hole in the top of his hat so that he may be moved on a nail or hook. (This should be at the blackboard.) Place the sound under the clown. As you move the clown to show the letter to the children say, "Mr. Peek-a-Boo says find the sound in -----." Children respond with same procedure as above.

**Magic Carpet** This is very good to promote good listening.

Using chalk draw four rectangles-one on each side of the room. The children form a line for a march around the room. The teacher tells a story or reads a list of words as the children march. When she names a word with the sound to be strengthened the march stops. (Any sound may be used). Those in the magic carpet are "out". To keep the game interesting those who are caught should be invited to join the march in a few minutes. Sound to be strengthened may also be changed.

During a readiness period this march can be made to music and at a given signal, change of beat or tempo, march stops.

Magic Carpet cont'd

Example:

"Today we are going to listen for the sound we hear at the beginning of the word "boy". I am going to tell you a story and when you hear me say a word that starts with that sound you must stop marching. If you stop in the magic carpet you are out for a few minutes and you may help me watch to see who will be caught next. Ready! Let's march.

One day when I was walking down the street I saw a little boy. He was about your age and he was eating an ice cream cone. It was a big one. It had three dips, chocolate, strawberry and vanilla. He took a big bite. Oh, my! Can you guess what happened? He stubbed his toe and fell down bump, bump."

Easter Basket

Make a nest of grass. Fill it with plastic eggs that come apart. Place a sound, word, phrase or sentence in each egg. Each child should have a turn to open at least one egg before Easter. When a child opens his egg he is to use what he finds as directed.

Sounds-Name all the things in our room that begin with the sound you found-name something to eat, wear, feel, hear or see that begins with that sound.

Words- Find rhymes, opposites, use the word in a sentence, action words-do the action.

Phrases- Use in a sentence.

Sentence- Do what the sentence says to do, tell a story using the sentence, tell in another way what it says.

The contents of the eggs should be changed frequently.

## SACK PUPPETS

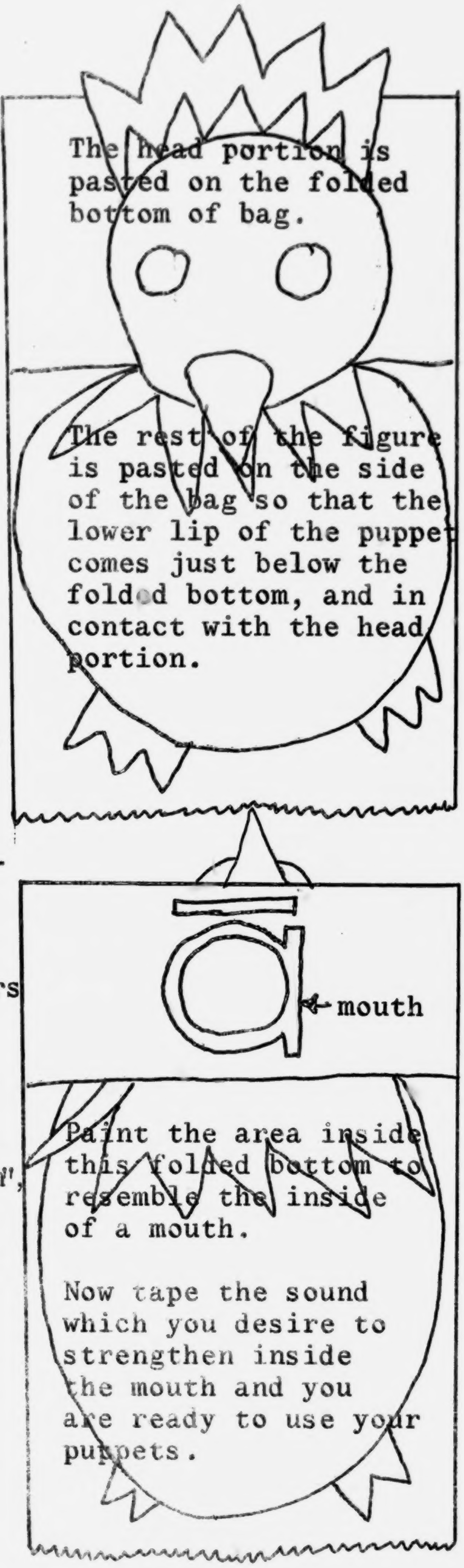
Sack puppets are very easy to make, easy to manipulate and fun! They can be adapted to number work reading, science, music and art. They can be made by the teacher or by the children.

Example: Phonics

Sound to be strengthened is placed under flap (bottom) of sack. Sack could be a clown, animal or child. Teacher tells a story using this sound and puppet opens his mouth when "he" hears it. When several sounds are used, each child manipulates his puppet when he hears his sound.

Suggested story:

"How Millie Mosquito Learned to Hum", p. 217, Talking Time, Scott-Thompson, Webster Pub. Co., 1951.



The head portion is pasted on the folded bottom of bag.

The rest of the figure is pasted on the side of the bag so that the lower lip of the puppet comes just below the folded bottom, and in contact with the head portion.

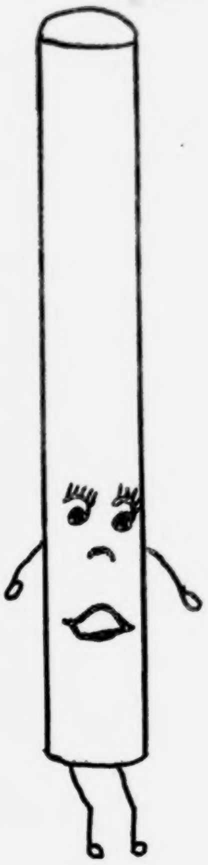
Paint the area inside this folded bottom to resemble the inside of a mouth.

Now tape the sound which you desire to strengthen inside the mouth and you are ready to use your puppets.

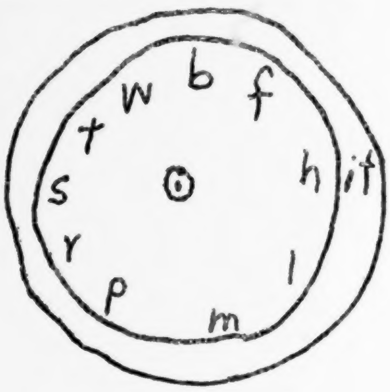
# IT WORKS!

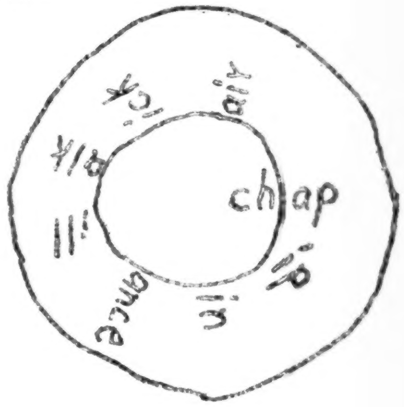
## PHONETIC AIDS FOR TEACHING THE BILINGUAL BEGINNING READING

### LET THE COLORED CHALK TALK FOR YOU:



1. Use colored chalk for showing the vowels in a word on the board. For showing beginning consonants, blends, digraphs, dipthongs, prefixes and suffixes. Use different colors for each context clue. Colors add interest and give a non-English speaking child a quick and sure way of picking out each phonetic key.
2. We let the chalk talk when showing a bilingual how to form vowel and consonant letters. For example: Use blue on down stroke in forming 'r', yellow for up stroke and curve of 'r'. This way the child can see that it's a continuous down-up-around motion. They never notice the up stroke until it is put in two colors.
3. It is suggested not to give a phonetic rule to a child but give it in form of a simple game. For example: When teaching the digraph ch, say to the children, "Let's be a train and say ch-ch-ch as we go." The rules can be explained later when all sounds have been mastered.
4. The non-English speaking child is timid, afraid, and reluctant to make a sound when he first comes to the American classroom. A good way to get him to speak is through choral reading of nursery rhymes, nonsense jingles, etc. These of course mean nothing to the child, they don't know the words or what they say. But in a group they are more sure of themselves and will raise their voices trying to form the words. You can hear their voices, how they form the words and help them accordingly. This builds confidence in themselves and their voices.
5. Make a pocket chart holding word wheels of any number. These word wheels will be for making words using the beginning consonants, the endings, etc. Example below:





## GROUP WORD TEACHING GAME

The game consists of nine sets of cards, each set teaching twenty-four words. Each set of cards are lettered from A to I to keep them from getting mixed up. The cards of each set are also numbered from 1 to 6. All of the cards of a single set contain the same words, but in different arrangement.

Set A has twenty-four words of most common use, and the other sets have successive groups of twenty-four words, each according to frequency of use in most books. Teacher of a low level reading group may start with the set of words in A or B group, or if she feels these words may be known by the group, C, D, or a higher letter may be used.

To play the game, give each child a card of one set. If there is more than six playing, a duplicate set will be needed. The teacher takes the Word List and calls out the words of the set the children have in any order she wants to call them. Each child puts a marker on the same word, but at a different place on the card. If a child does not know the word, he can easily learn it as he looks on the other children's card and finds out what the word looks like.

A child wins who first finds on his card five words in a row in any direction, counting the marker in the center space. When a child finds the required number in a row on his card, he calls "Look" and has won.

This game, with a few changes works well in science or any other subject matter. The science teacher will need to make up her cards from a list of scientific words she wishes the children to know from a new chapter or unit or words the child needs to become familiar with so he may increase his vocabulary.

## COMPOUND WORDS

| Draw a line to make a new word. |  | Write the new word. |
|---|---|---|
| farm | store | farmhouse |
| side | walk | |
| book | house | |
| fire | field | |
| air | man | |

You can have fun putting these two short words together to make a longer word. Write the new word on the dotted line.

1. Put mother with grand.

grandmother

2. Put fly with butter.

- - - - - - - - - - - -

3. Put room with bed.

- - - - - - - - - - - -

4. Put store with book.

- - - - - - - - - - - -

5. Put one with some.

- - - - - - - - - - - -

6. Put milk with butter.

- - - - - - - - - - - -

7. Put man with police.

- - - - - - - - - - - -

8. Put an with other.

- - - - - - - - - - - -

9. Put book with story.

- - - - - - - - - - - -

10. Put man with milk.

- - - - - - - - - - - -

Read each sentence and find the word at the right which completes it. Draw a line to that word.

1. The man who brings the milk is the - - - - - . popcorn
2. The man in the red truck is the - - - - - - football
3. I like to eat - - - - - - - . airplane
4. The boys have fun playing - - - - - - - - . fireman
5. It was fun to fly Tom's - - - - - - - - - - . milkman

## Reading Device for Teaching Prefixes and Suffixes

Materials needed: Sentence strip and Magic Marker

Procedure: Cut sentence strip into three sets, one set contains root words such as: do, use, wood, faith, etc., one set contains prefixes such as: de, im, re, dis, etc., one set contains suffixes such as: ly, ed, ful, ish, etc. Class is divided into teams, first team member comes to table where sets are laid out, picks up any root word. Another team member comes forward and picks up either prefix or suffix that will make another word. Team scores a point for each word and two for each team that can add a prefix and suffix to the same root word. Since this is a rapidly moving game, most of the class can take part, and the team scoring the most points wins.

Evaluation: This works very well, children enjoy trying to make the new words. It can be extended to indicate accent too, as if you ask them where the accent goes in each new word made, they will notice that is stays with the root word and does not change position even though it may have a new syllable at either end of the word. This same type of game can be used to re-teach when to use double consonants before adding endings, and the same idea of showing accent will also apply.

## SEEING WORDS IN PAIRS

Decide how the first pair of words on each line go together. Then choose the word that should appear in each blank. Write the words you choose.

1. Light goes with dark as awake goes with ______________.
(pretended, asleep, prince)

2. Old goes with young as parent goes with ______________.
(scythe, John Ruff, child)

3. Fast goes with slow as champion goes with ____________.
(harvest, loser, invention)

4. Up goes with down as sunrise goes with ______________.
(grain, sunset, acres)

5. Bought goes with sold as won goes with ______________.
(invention, lost, struggle)

6. Hate goes with love as painful goes with ____________.
(pleasant, honest, fake)

7. Good goes with bad as encourage goes with ____________.
(teammate, discourage, postal)

8. Run goes with crawl as speedy goes with ______________.
(broad, slow, alphabetical)

9. Saying goes with speaking as fighting goes with ______.
(sinking, battling, bowling)

10. Lovely goes with pretty as precious goes with ________.
(greedy, dear, grinding)

11. Terrible goes with awful as quiet goes with __________.
(sank, slept, silent)

12. Brave goes with knight as sharp goes with ____________.
(deed, sword, armor)

13. Sweet goes with sugar as bright goes with ____________.
(sunshine, suffix, errand)

14. Bird goes with robin as grain goes with ______________.
(size, jeans, wheat)

## VOCABULARY AND REFERENCE SKILLS

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Members of group:

Lucy L. Bowen
Alma C. Campbell
Vivian W. Childs
Gladys Eddleman
Frances Freel
Eva R. Hamrick
Clarice McCleary
Don Richardson
Trammel Staples

## GENERAL PROCEDURES

There should always be a systematic approach toward teaching vocabulary and comprehension. Vocabulary should be taught in all content areas to the extent that it would relate only to the subject matter.

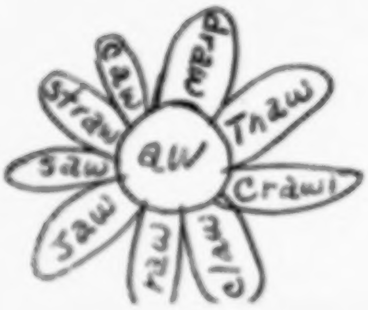
Reading skills should be started in the first grade and they should include those skills designed to build reading vocabulary and comprehension.

There are three approaches to vocabulary. The three are the context approach, the word analysis approach, and the base approach. The context approach includes use of words with surroundings to gain meaning and also words reveal meanings in terms of children's experiences. This should be taught for a considerable length of time. Word analysis, which includes phonics, syllibication, prefixes and suffixes in varying forms, judgment words, relationship words, deviation, and figurative meaning verses literal speech, is another approach to vocabulary and is very important in the elementary level. Base words, which are common every day words and their variant forms is the final approach to vocabulary.

References are important and are definitely one of the key areas in reading. It is developed as low as the second grade and taught throughout the other grades. In teaching this, questions or activities should be designed so that there is more than one approach to the final results.

## DAISIES DON'T LIE

If a child can correctly name each petal of his aw-family flower, it is his to keep and mount or do what he likes. Different colors and different word families can be used, such as: in, at, all. To make a permanent flower that can be used over and over, make a center of corugated cardboard. Make the petals of colored construction paper and attach a toothpich to each one. When the child names the word on the petal he sticks the toothpick into the center. When he completes the flower he receives a flower sticker to put in his notebook or on a chart beside his name.



## LITTLE LEAGUERS

Little Leaguers like to read when baseball is part of their reading drill. Equipment consists of construction-paper players, balls containing consonant blends, a baseball diamond, score boards and a consonant chart, with class teams. One team may be called White Sox with white uniforms; the other team Black Sox with black uniforms. The batter chooses one ball to be placed in the pitcher's position. The teacher is the pitcher. The ball is thrown by pronouncing a word with the same consonant blend as the ball. For example, a tr ball calls for a word such as train. The batter has to respond with a like word. If he hits the ball, he moves a member of his team to first base. Another batter puts a new ball in pitcher's position. If he responds with a correct word, he proceeds to first base, moving the other player to second. If someone answers incorrectly, he makes an out. After three outs, the other team comes to bat. The ball game need take only five minutes a day, but the effects will continue on.

Assignment: Two games to be used in a reading class.

Game One: MODIFIED VERSION OF COLLEGE BOWL

Suggestions: Have members on the panels that have about the same reading ability. Make questions suitable to level of panels. Panel members may word as team or as individuals. Let students have pen and paper to work out answers if questions are read. Questions could be put on cards and given to students face down. On the giver signal the card would be turned over and read. Adjust length of each round to students' ability.

Rules: The first panel member to raise his hand will be given the chance to answer. If he is right, the panel gets 10 points. If the answer is wrong, the question goes to the other side, and the group who gave the wrong answer loses five points. The side giving the correct answer gets a chance a bonus question worth 5 points.

AN EXAMPLE OF THE GAME

(The questions were taken from "Learn about Words" in the SRA lab, record on phonics, and GGG Reference box of EDL.)

Round I: When two vowels come together in a word, usually the first vowel is long and the second is silent. Fill in the blanks with ai; ea; oa; and tell which one is silent.

1. s--k (let stand in water) 2. pl--d (beg)
3. p--ch (fruit) 4. gr--n (wheat,oats,rye)
5. s--t (something to sit on)

BONUS: When a one-syllable word ends in a consonant, the vowel sound is usually short. Sometimes you can add an "e" to such a word. Then the vowel becomes long and the final e is silent. Name five words to illustrate this rule.
(pal,pale rob,robe bit,bite can,cane wag,wage)

Round II. The prefix "mis" means badly or wrong; the prefix "dis" means not or the opposite of. Add the correct prefix to these words.

1. ___comfort 2. ___placed 3. ___respect
4. ___believe 5. ___calculate

BONUS: Change 5 verbs into nouns that mean "one who does" by adding "er" or "or".
(farm--er, paint--er, teach-er read--er, sow--er)

Round III: Listen carefully to this section of the record. The questions and bonus will come from it. (Play record) Name 5 three-syllable words mentioned. There are 7 in this short explanation.

BONUS: Name five of the compound words mentioned. (There are 7.)

Round IV: Write this proverb orthographically.
Tol oks fram lit-l a-kornz gro.
(Tall oaks from little acorns grow.)

BONUS: Name five words that begin the "bl" consonant blend. Be sure each word has a different vowel following the blend.
(blade bleed blind blow blue)

Baseball can be played in the classroom, with rules changed to fit the type study being conducted. The most common way to play is to divide the class in two groups or teams and simply go around the room giving a word or even a definition, with the student advancing one base for a correct response. If an incorrect response is given, the other side has to notice it and call him out, or otherwise he gets on by error. Just as in baseball, one point is given for every player crossing home plate, and each team has three outs per inning.

Another activity to promote vocabulary understanding is one called "Prefix". The teacher gives a prefix, and the two sides take turns giving one word using this prefix. The last group to think of a fitting word gets one point. This can also be done with the teacher giving a base word and students responding with a prefix or suffix.

## FISHING GAME

Quick sight recognition for all levels. This can be adapted for use with words and phrases.

Pupils are asked to bring pictures of different kinds of fish, cut them out, and mount them on white paper. Then write on the back of each fish words or phrases that are troublesome.

They then prepare a big box for the pond and a fishing pole and tie a small magnet on the end of the line. The pupils put a paper clip on the mouth of each fish. After the fish are placed in the pond, the pupils take turns fishing. If a pupil cannot read the word or phrase on the back of the fish he catches, a pupil or the teacher reads it to him and has him throw the fish back into the pond. Add new words or phrases after they have been presented.

## THE RIDDLE GAME

We haven't played a riddle game for a long time. Let's play one today. I'll think of a word and tell you how it begins and something else about it, then you see if you can tell me the word I'm thinking of.

1. PRINT "th" ON THE BOARD. I'm thinking of a word that names something kings and queens often sit on. . . . . (thrones)
2. PRINT "tr" ON THE BOARD. Here is a word that names something with three wheels. Children like to ride on it. . . . . (tricycle)
3. PRINT "th" ON THE BOARD. I am thinking of a word that names the part of a rose bush that scratches you. . . . . (thorn)
4. PRINT "b" ON THE BOARD. This word is the name of a man who cuts hair. . . . . (barber)

5. PRINT "br" ON THE BOARD. This word names a part of a tree. . . . . (branch)
6. PRINT "bl" ON THE BOARD. I am thinking of a word that tells what you get on your heel if your shoe rubs up and down. . . . . (blister)
7. PRINT "th" ON THE BOARD. This word rhymes with hose and tells which one. . . . . (those)

## TELEGRAM PUZZLES
(A writing game)

Boys and girls never tire of deciphering the mysteries involved in secret writing and code puzzles. Here are two telegrams in a form of code.

1. Bruises hurt. Erased afford. Analysis hurt, too. Infections dead.
2. Jackal becoming hereafter the truculent. Canoe locket forum afterwards?

Code puzzles offer a challenge to students who finish their work ahead of the others and who are always ready for more work. Encourage them to make up puzzles for others to solve. It is an excellent activity for someone who likes mysteries.

Answers:
1. Bruce is hurt. He raced a Ford. And Alice is hurt, too. In fact she is dead.
2. Jack will be coming here after the truck you lent. Can you lock it for him afterwards?

## PUZZLES IN TENS

Below are ten words each containing the letters "ten". See if you can fill in the blanks to make words that will fit the descriptions!

| | |
|---|---|
| 1. ten___ | A game played with a ball and racket |
| 2. ___ten | Hurry |
| 3. ___ten_ | Make believe |
| 4. ten_ | A canvas shelter |
| 5. ___ten_ | To be satisfied |
| 6. ___ten | A glove with no fingers |
| 7. ___ten | A young cat |
| 8. __ten_ | To be present |
| 9. ___ten | Decayed |
| 10. ___ten | To hear or heed |

Answers: 1. Tennis 2. Hasten 3. Pretend 4. Tent
5. Content 6. Mitten 7. Kitten 8. Attend
9. Rotten 10. Listen

## START WITH B AND END WITH T

In this puzzle all the words start with the letter B and end with the letter T. Some of them are three-letter words. Some are four letter words; some five and six letter words.

1. Three-letter words:
   - A. B-t a small piece of anything
   - B. B-t a wager
   - C. B-t used in baseball
2. Four-letter words:
   - A. B--t vessel used in water
   - B. B--t a dark red vegetable
   - C. B--t covering for the foot
3. Five-letter words:
   - A. B---t an animal
   - B. B---t a loud sudden sound
   - C. B---t to brag
4. Six-letter words:
   - A. B----t container for liquid
   - B. B----t gleaming
   - C. B----t covering for the head

Answers:

1. Bit, bet, bat
2. Boat, beet, boot
3. Beast, blast, boast
4. Bucket, bright, bonnet

## MOTIVATING ACTIVITIES

Here is a riddle game to emphasize unaccented syllables in new words. A list of the new words would be put on the board. It may include: butter, tiger, lemon, wagon, thunder, garage.

The riddles to answer:

1. You put it on toast.
2. It is part of a storm.
3. It is a place to keep a car.
4. It is a fruit.
5. It lives in a zoo.
6. You can ride in it.

The student who answers the most riddles wins the game.

---

This game can be used to familiarize the students with new words. Arrange the words in a list under one of the titles in the boxes.

squash
raincoat
tent
macaroni
trousers

| FOOD | SHELTER | CLOTHING |
|---|---|---|
| | | |

## LET'S GET ON THE PATH

Using white wrapping paper, draw a path long enough to place on it a pair of footprints for everyone in your room. Cut the footprints from colored paper, a pair for each child. On each footprint letter a word that the children have already studied in their reading. Start game by holding several prints up so that the children cannot see the words that are on them. One by one each child comes up and selects a pair of footprints. When he returns to his desk with his prints, he writes his name on the heel of each of the prints and studies the words of both.

After a few minutes of study, the teacher calls on a pupil. If he can hold up each of his prints and tell the rest of the class what word is printed on it, he can pin them on the path. Sometimes Johnny might be able to pronounce one word, but not the other. In this case, allow him to pin up the print that has the word that he can pronounce. Then he should take the other print back to his desk. Later he should be given another chance to pronounce the word so that he can get both prints on the path.

## PICKING APPLES

Make a "tree" by putting a bare branch in a tin can of pebbles. Add "apples", red circles each containing a word and hung on the branches with a bent paper clip. Several may play at a time. Each has his own "barrel". In turn each picks an apple and uses its word in a sentence. If the sentence is correct, he puts the apple in his barrel. If it isn't, the apple must go back on the tree. When all have been picked the one with the most in his barrel wins.

## PANELS

Have members on the panels with varying reading abilities. Panel members may work as a team or as individuals. Let panel members have pencil and paper to work out answers, if they need to. Class make questions on cards or pieces of paper about a subject or content area. The cards or pieces of paper are stacked face down. On a given signal the MC or teacher turns a card over and reads it orally. The first panel member to raise his hand will be given a chance to answer. If he is right, his panel gets 10 points. If the answer is wrong, the question goes to the other side, and the group who gave the wrong answer loses 5 points. The side giving the correct answer gets a chance at a bonus question worth 5 points.

## Endings

ing
ed
er

Draw a line under the root word.

going
playing
trying
looking
talking
walking
laughing
wanting
seeing
eating

looked
wanted
talked
walked
called
laughed
caller
walker
talker
singer

## LONG O

Read these words. Say one more word that rhymes with the words in each box. Write it. The words at the end of the section will help you.

| | | |
|---|---|---|
| hold | goat | rose |
| told | coat | hose |
| ____ | ____ | ____ |
| load | hole | tone |
| toad | mole | cone |
| ____ | ____ | ____ |

Read these sentences. Write the right word.

1. The boy had a long p_____.
2. The ring was made of g____.
3. The dog has a b_____.
4. The b_____ was in the water.
5. The r_____ was very long.

---

boat pole nose gold road bone

---

## COMPOUNDS WORDS

Put a word from the first row with a word from the second row to form a new word. Write the new word.

fish
saw
boot
horse
soap
mouse
rail
bell
bed
mail
sun
neck

tie ____________________
shoe ____________________
trap ____________________
mill ____________________
road ____________________
time ____________________
black ____________________
flower ____________________
suds ____________________
man ____________________
hop ____________________
hook ____________________

**********************

## T R EXERCISE

Say aloud these words. Listen for the sound tr.

tree truck

triangle trunk

Now say aloud the following words. Listen for the tr sound.

trip
trick
travel
true

tribe
trigger
try
treat

tramp
troop
trot
tremble

trim
trace
trophy
trust

## UR, ER, IR

Say these words aloud. Listen for the sounds of er, ir, ur.

her
cur
bird
slur
stir
service
birch
surface
serf
surly
herd
firm

## SUFFIXES

In each of the four spaces below, connect each suffix with one or more root words to make new words. Correct spelling where necessary.

safe
able
joy

disappoint
ful
agree

achieve
ment
six

use
ty
reason

self
age
short

store
ery
band

boy
eat
loud

hatch
ish
soft

fury
less
music

continue
al
guilt

dark
ness
mercy

ready
ous
regard

nerve

noise
dom
slow

king
y
excel

treasure
ly
free

rapid
ent
differ

Arrange the following words in the blanks where they belong:

clothes
important
purchase
female
sad
boulder
open
treble
lost
boy
fare
timid
mane
low
week
mail
cheat
daring
shut
by
strong
just
marry
minor
sell
feebles
gay
write
base
one
conquer
correct
wrong

| **Word** | Homonym | Antonym | Synonym |
|---|---|---|---|
| buy | | | |
| weak | | | |
| won | | | |
| fair | | | |
| male | | | |
| merry | | | |
| close | | | |
| main | | | |
| bass | | | |
| bolder | | | |
| right | | | |

Which are the following--Synonyms, Antonyms, or Hynonyms?

travelers--tourists____________

whole--hole____________

hollow--empty____________

prompt--late____________

gloomy--sad____________

prints--prince____________

seize--seas____________

clumsy--awkward____________

roam--wander____________

I'll--aisle____________

above--below____________

ugly--beautiful____________

site--sight____________

absent--away____________

chew--choose____________

desert--jungle____________

## DICTIONARY USE: CHOOSING THE RIGHT MEANING

The dictionary often gives several meanings for a word. Read the meanings given for the word--shock.

> SHOCK--1. Acone-shaped pile of sheaves of grain, such as wheat or rye, set up in a field. 2. The sudden violent collision of bodies in a fight; as, the shock of battle. 3. Any sudden or violent shake or jar; 4. Any sudden and violent mental agitation; as a shock of surprise. 5. The effect of a charge of electricity passing through the body of a man or animal. 6. A sick condition resulting from blows, wounds, loss of blood, etc. and causing weakness and rapid breathing. 7. A thick, bushy mass; as, shock of hair.

The word shock is used in each sentence below. Write the number of the meaning on the line before each sentence.

_____1. The accident victim was taken to the hospital where he was treated for shock.

_____2. Would you see shocks of wheat in a field where a combine had been used?

_____3. The shock of an atom bomb explosion can be felt many miles away.

_____4. Would a shock from a dry-cell battery be dangerous?

_____5. It was a shock to learn that our house had burned while we were on vacation.

_____6. As their horse came together, both knights were thrown to the ground by the shock.

_____7. The president's death was a shock to all the people.

_____8. The barefoot boy had a shock of red hair.

_____9. Linemen who repair power lines are very careful to avoid shock.

_____10. Rows of shocks crossed the field in every direction.

We have been enriching our vocabulary with new words. In the Wonders of Nature unit we discovered many new words.

Arrange these words in alphabetical order and give a good definition of each one.

| WORD | ORDER | DEFINITION |
|---|---|---|
| 1. Explosion | 1.__________ | ____________________ |
| 2. Guano | 2.__________ | ____________________ |
| 3. icicles | 3.__________ | ____________________ |
| 4. fertilizer | 4.__________ | ____________________ |
| 5. stalactites | 5.__________ | ____________________ |
| 6. scientists | 6.__________ | ____________________ |
| 7. stalagmites | 7.__________ | ____________________ |
| 8. lava | 8.__________ | ____________________ |
| 9. crater | 9.__________ | ____________________ |
| 10. erupting | 10.__________ | ____________________ |
| 11. minerals | 11.__________ | ____________________ |
| 12. geysers | 12.__________ | ____________________ |
| 13. dissolve | 13.__________ | ____________________ |
| 14. caverns | 14.__________ | ____________________ |
| 15. revenge | 15.__________ | ____________________ |

# LISTENING AND COMPREHENSION SKILLS

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Members of group:

Elizabeth G. Almon
Audie Causey
James A Hogan
Ann Johnson
Evelyn Miles
Manie Robinson
Hazel Row

# GENERAL PROCEDURES

## INTRODUCTION

A major goal of all reading instruction is to help pupils achieve accuracy and depth of understanding of what is read. The amount of reading time devoted to comprehension skills illustrates that educators recognize comprehension as the heart of the reading process.

First, the teacher must have in mind definite goals of instruction and provide specific activities to develop specific comprehension skills.

Second, the teacher will make certain that reading is associated with concrete or vicarious experiences whenever possible.

Third, schools should provide planned sequential programs of skills development.

Therefore, programs to develop comprehension skills systematically, from kindergarten on through Junior and Senior High School levels are seen as part of the movement toward better articulation between elementary and secondary education.

DIVIDE THE WORDS INTO SYLLABLES. SOME WORDS MAY HAVE ONLY ONE SYLLABLE.

1. Violin______________________________
2. Trumpet______________________________
3. Flute______________________________
4. Clarinet______________________________
5. Instrument______________________________
6. Piccolo______________________________
7. Strings______________________________
8. Drum______________________________
9. Tuba______________________________
10. Harp______________________________
11. Piano______________________________
12. Bells______________________________

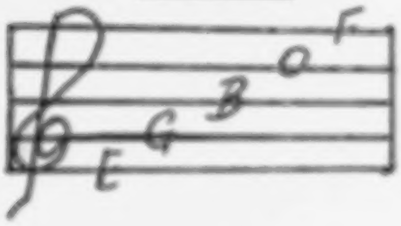
13. Trombone______________________________

14. Music_________________________________

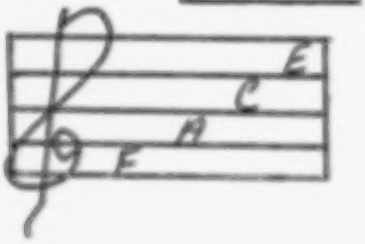
15. Double Bass___________________________

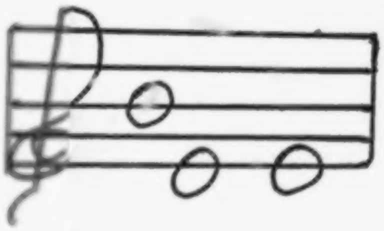
MAKE WORDS ON THE LINES AND SPACES WITH NOTES. SPELL THE WORD YOU HAVE MADE UNDER THE NOTES.

5 LINES



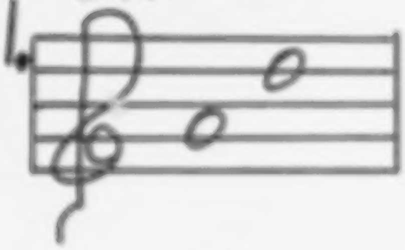
4 SPACES





Add

1.



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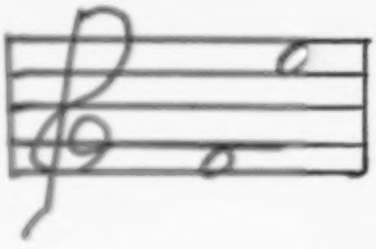

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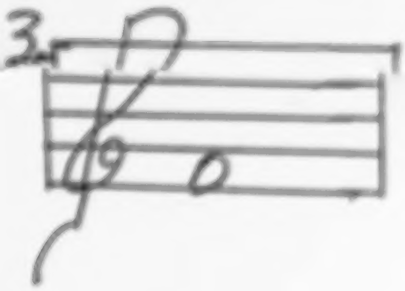

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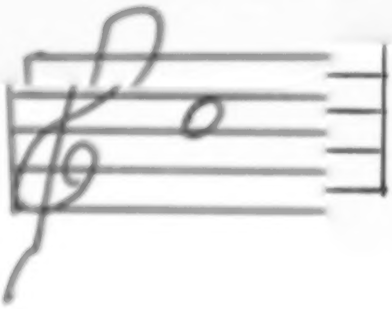

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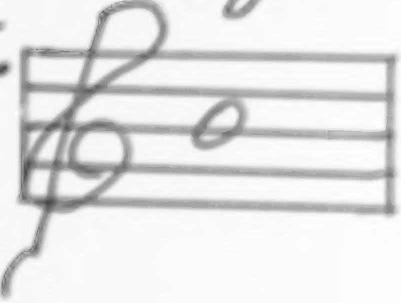
5.

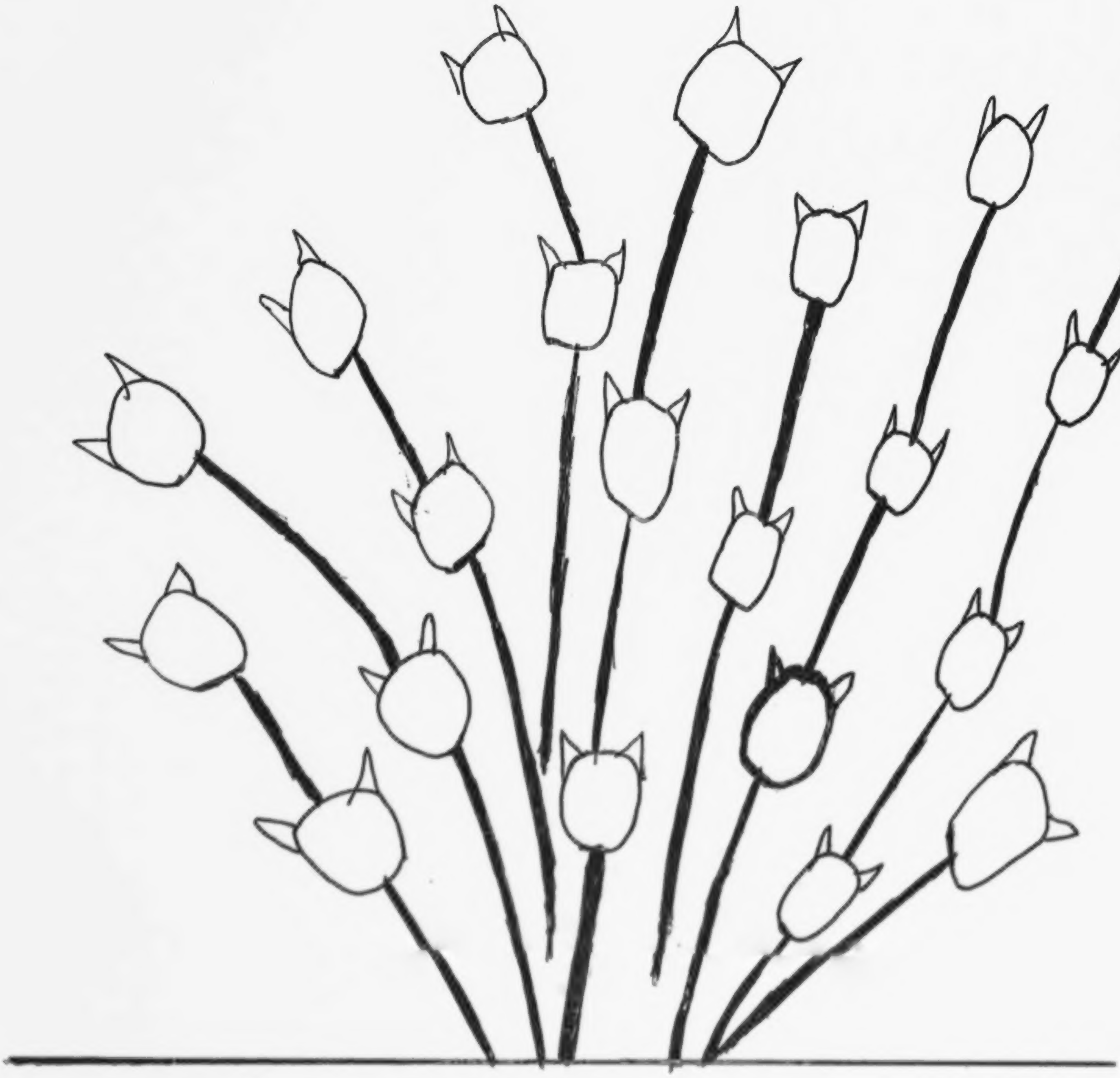


beg

6.

face

7.



Draw several lines on the board to represent Pussy Willow branches. The children bring words and add them to the Pussy Willow stalks. Then, using the eraser, they play the game; Pussy Willow Wiggle. They pretend a high wind is blowing, shaking the Pussy Willows from the stalks. To play, a child erases a word only if he knows it. This can also be used for team games. A team wins when their Pussy Willows have all been blown away. Colored chalk makes the game more interesting.

# BARNYARD GAME

Children may be chosen for animals with instructions to act out the lines. The teacher reads the lines and the child moos, quacks, gobbles, etc. Be sure that the game ends with relaxation, or confusion may result.

The little red rooster crows and crows;
He flaps his wings and away he goes,
"r, r, r, r, r, r, r."

The little brown hen sits on her eggs;
She then gets up and stretches her legs,
"Cluck, Cluck, Cluck."

The little duck as neat as a pin
Goes to the brook for a nice cool swim,
"Quack, Quack, Quack."

The old turkey gobbler stands on his toes;
He flaps his wings and away he goes,
"Gobble, Gobble, Gobble."

The little white chicken with yellow bill
Flaps his wings and flies over the hill,
"Cheep, Cheep, Cheep."

The old gray goose that everyone knows
Flaps his wings and away he goes,
"Th, Th, Th, Th, Th."

The Jersey cow that is eating hay
Switches her tail and runs away,
"Moo, Moo, Moo, Moo."

The Little brown colt all frisky and gay
Kicks his heels and gallops away,
"Ee....Ee....Ee....Ee."

The little green snake that is lying near
"Says, 'I'll wiggle away, for I shouldn't be here
"S.......S......S......S."

## THE STORY TELLING CLUB

A story telling club was organized with a group of lazy inefficient fourth graders. The purpose of this club was to help them overcome their difficulties. The children, however, were told that the purpose was to visit the lower grades and tell stories. This, of course, meant reading the stories and preparing them carefully. The children were soon checking up on each other, suggesting that a teller reread a part of a vivid description or an exciting action. All the group showed great improvement in their expressive reading as well as comprehension.

Be careful to guide children in their selections so that there will be a variety of interesting material, and so that it will be on a level suitable for the child preparing the story.

## INDIAN DISCOVERIES

### Can You Discover What These Are?

In the Earliest Americans section of Key text, we learned about some Indian discoveries which are given to the Americans who came later. These clues will help you find the name of each gift of the Indians.

1. My name is (corn).

I am a one-syllable word which makes compound words with ______________crib, _______cob, _______starch, and ________flower. A word beginning with a consonant blend plus alk will name my stem (stalk). A consonant blend plus the end of another word preceded by hu will tell how I am peeled. (Husk).

My blossom is the same as a word for a decoration which dangles. (Tassel).

With the prefix A, I make the word from which great oaks grow.

2. My name is (rubber).

My first syllable is accented and it means to move over something heavily. The disgraph wh begins a five-letter word which often needs me. (Wheel). The rule, "If i comes just before e at the end of a word of one syllable, it usually has the sound of ir as in Fire," will help you think of a word which uses me. (tire).

I help make compound words to name many games which boys and girls like to play and to watch others play.

3. My name is (sled).

I am a four-letter word of one syllable, beginning with a consonant blend. (Sl). Indians didn't use me for pleasure in the same ways as children do. When I bring the greatest thrill to children, it is usually winter and I am moving very swiftly. Often several children can enjoy me at the same time.

4. My name is (potato).

Three syllables with an accent on the second one may help you find my delicious name. Since I am good to eat, I am often found in any large meal as one dish. My color may be white or gold. You may eat me mashed, boiled, baked, or fried.

5. My name is (peanut).

A compound word of two syllables, with the accent on the first, will help tell you my tasty name. After I am roasted, my shell is removed with a crackling sound. Children eat me whole or ground up and spread upon bread. I taste good.

6. My name is (pumpkin).

The first of my two syllables begins and ends with the same letter, and the first syllable is accented. People use me for food, but my golden color makes me a decoration, sometimes. Children mispronounce my name when they put an N in the middle of it. Thanksgiving and Halloween are my special days.

7. May name is (cotton).

My first syllable which is accented is a nice place to sleep, (cot). In the fields you can see my white head as I nod to the children to whom I give cloth for clothes. Incidentally, Arizona is famous for it.

8. My name is (pineapple).

I am a three syllable, compound word, with the accent on the first syllable. My home is in the tropics where spiny leaves and large, cone-shaped fruit make people know me. The first part of my name is a tree; the next part is the name of another fruit. Today the fiftieth state of the United States produces much of my kind.

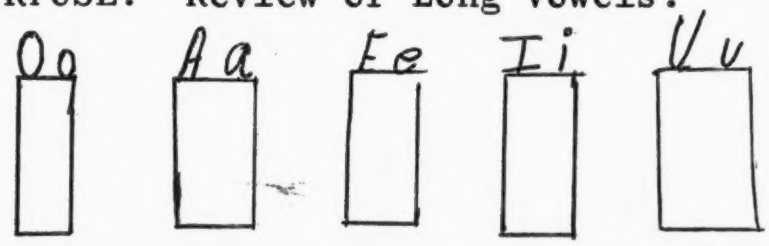
9. My name is (pear).

A fruit of one syllable, containing the spelling of a part of your head, (ear), but having the sound of what you always find around you, wherever you are, (air), are the clues to this word. I grow on a tree.

10. My name is (tomato).

Bright red is the usual color of my three syllable name which accents the second syllable. To make the plural you must add the suffix es. Many people add me to a nice, crisp salad for color and nourishment; others like to eat me cooked or made into a sauce. My first syllable sounds like what is on the end of your foot.

PURPOSE: Review of Long Vowels.



DIRECTIONS: Write on board the above incomplete ladders. As the teacher pronounces a word containing one of the long vowel sounds, a child skips to the board and places a step on the latter having the vowel sound heard in the word.

Words to be pronounced at random:

face
crate
gate
frame
lake
train
sail

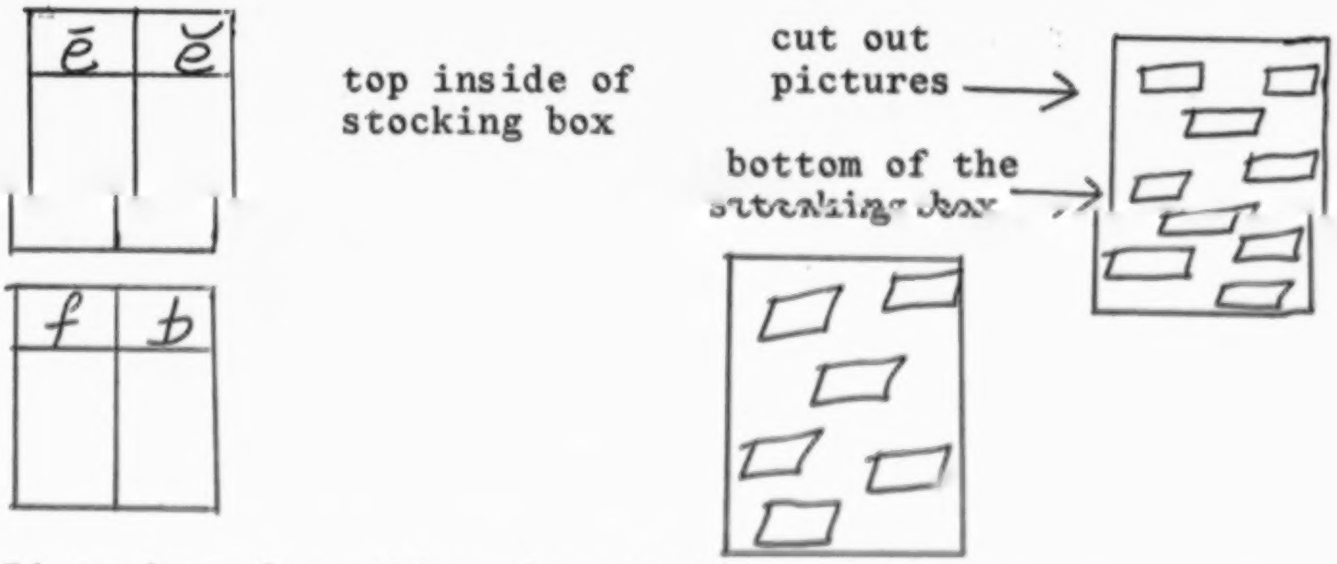
tree
peach
meat
feet
seat
keep
sea

line
fire
pie
vine
ice
bite
side

home
road
boat
coat
toast
goat
nose

huge
juice
June
mule
blue
fruit
huge

## PICTURE-VOWEL OR PICTURE-BEGINNING CONSONANT GAME



**Directions for making the game:**

Cut out various pictures of animals, toys, etc. about 2" x 3". Mount each picture on tagboard or cardboard. On the inside cover of a stocking box and mark off two columns. At the head of one column, print a vowel marked long and at the head of the other column the vowel marked short. Into the bottom of the box place pictures whose names contain either the long or short vowel marked on the top of the box.

**Using the game:**

This game may be used independently or with a group. The child selects a picture and says the name (silently or aloud as the case may be). He then places the picture in the correct column. Blends as well as beginning consonants could be used.

## THEY SOUND ALIKE

Make a list on the board of words that sound alike but have different meanings.

| | | | |
|---|---|---|---|
| wood | see | blew | their |
| would | sea | blue | there |
| be | I | maid | flower |
| bee | eye | made | flour |

On the chart, write sentences to check child's understanding of words used:

Father told me to bring him some ________. would wood

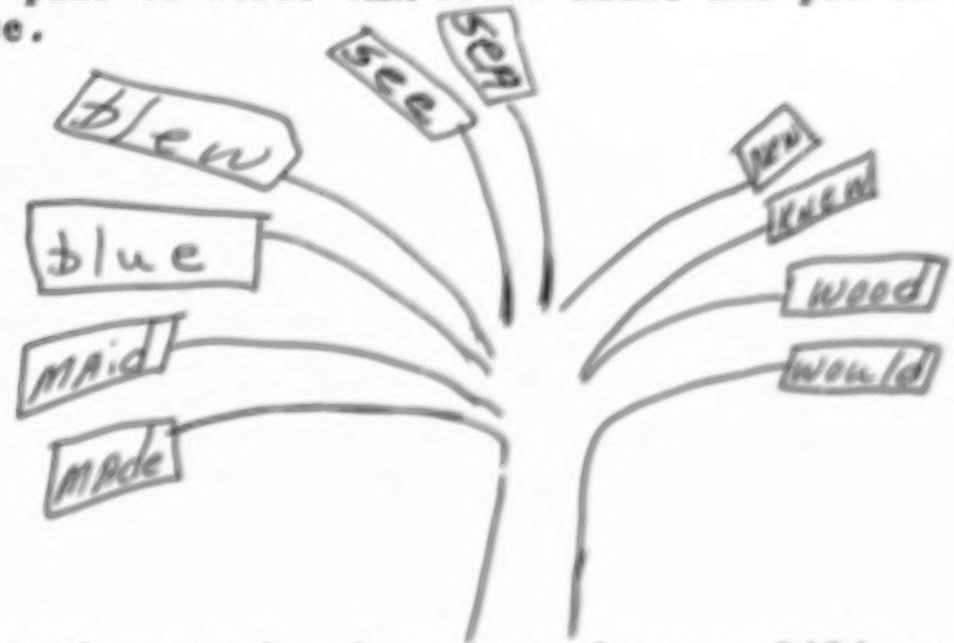
We _______ have gone to the circus, but my mother was sick. would wood

Children enjoy making a Pair Tree.

Discuss things we use in pairs as pair of gloves, pair of shoes, etc.

Then discuss pear as a fruit.

How to make a Pair Tree: Make a large brown or black tree using only branches. Mount on attractive backgrounds color, or large space on bulletin board. On tagboard 5" x 2", or on leaves, write in manuscript pairs of words. Place words in chalk tray. Choose a child to find a pair of words that sound alike and pin on branch of tree.



After words are pinned on tree, have a child use words in sentences and point to correct spelling of each word.

In a few weeks, give a test to follow up the Pair Tree Game.

A SAMPLE TEST TO FOLLOW UP:

PAIR TREE GAME

1. Father said, "I need some ________for the fire."

2. Mother ________ come to school to see our play, but the baby is sick.

would          wood

1. My brother wants to ______ a policeman when he is big.

2. "Buzz, Buzz," goes the ________.

bee          be

1. Look at _______ pretty new house.

2. You may play over ______ under the tree.

their          there

1. Here are _______ books.

2. I _______ chicken for lunch.

eight          ate

1. This is a pretty pink ________.

2. Mother needs some ________ for the cookies.

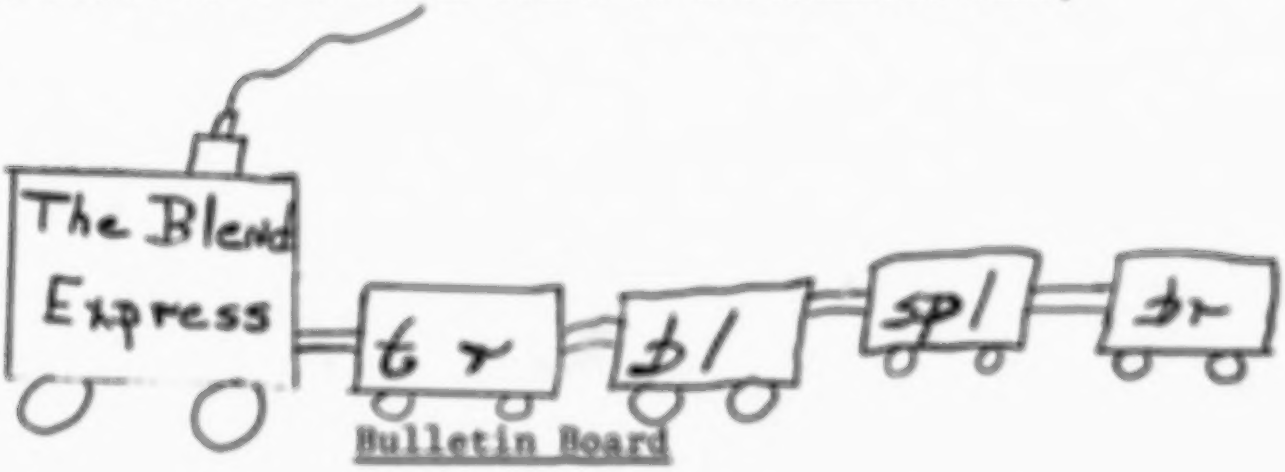
flour          flower

1. The wind _______ and _______ last night.

2. Look at the ______sky.

blue          blew

## THE CONSONANT BLEND EXPRESS
(An Idea For a Bulletin Board or a Permanent Game)



Bulletin Board

1. Cut the engine and cars out of construction paper. Be sure that the cars are all the same color. The engine may be a different color. The wheels can be solid discs of black construction paper. If you have a trail of smoke from the engine, this can be made with black yarn. Also use yarn to connect the cars.

2. Make as amny cars as you need to reinforce your teaching of consonant blends.

3. Draw or cut from magazines pictures which have the various blend sounds in their names. Pin these on the board so that they look as though they are piled in the cars bearing the letters which make the blend sounds in their names.

### A Permanent Game Idea

1. Make the engine from a shoe box. Paint the box or cover it with paper. On the sides print "The Blend Express." Leave the top of the box open.

2. 1½ pound cheese boxes (or similar boxes) make good cars. Paint these or cover them with paper, and print the letters of one consonant blend on both sides of the box.

3. Sew large buttons on the engine and cars for wheels (or use other sturdy materials for wheels - they need to be able to withstand some pressure!)

4. Connect the engine and cars with yarn, doweling, or any other material you may acquire easily. (Punch holes in the boxes and thread the yarn from one box to another, tying the yarn between each box rather than running it the length of the cars.)

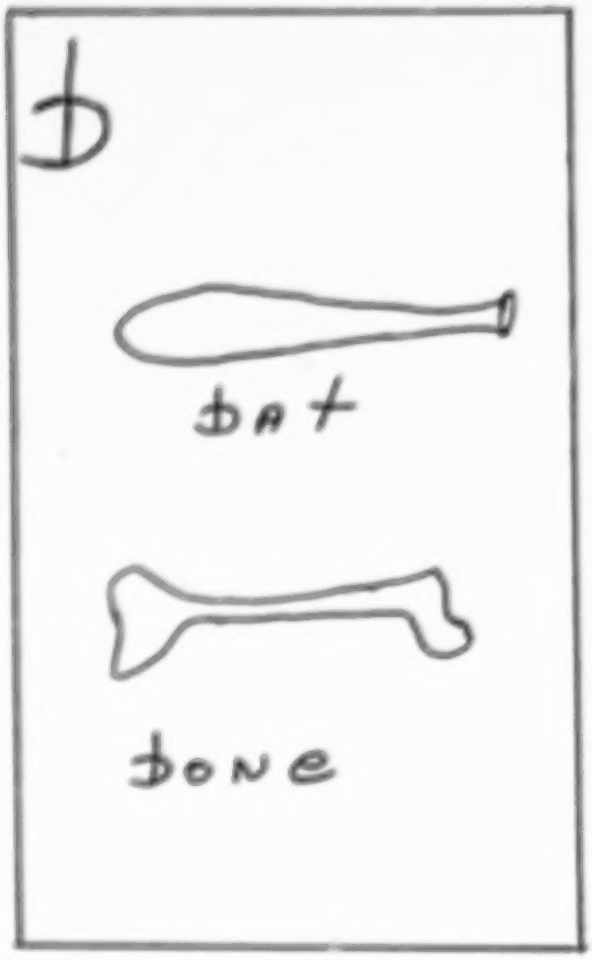
5. Draw or cut from magazines, pictures which have consonant blends in their names (be sure you are using the blends in your express!.) Paste these on various-sized cards.

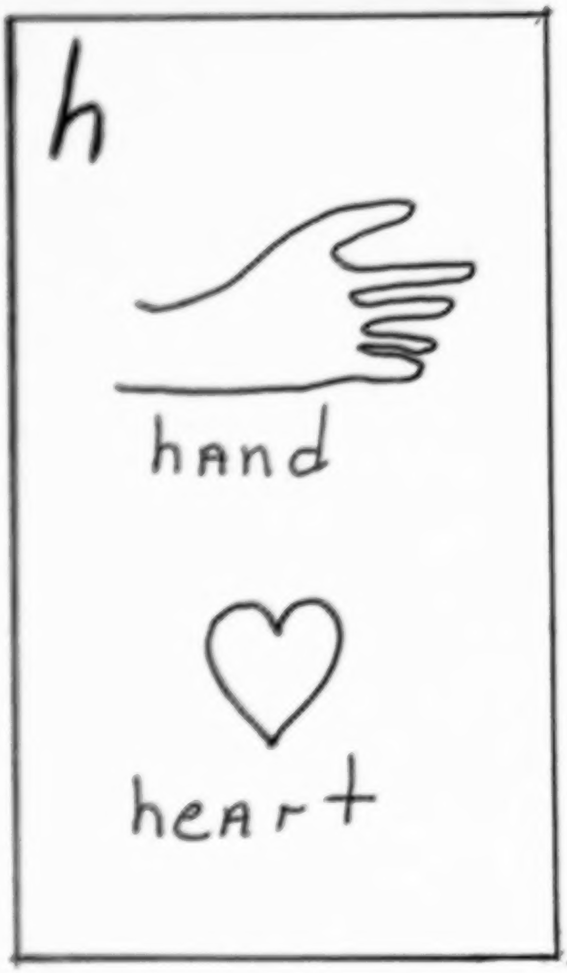
6. Pile all the pictures in the engine. When playing the game, a child or children, if more are playing, choose a picture and place it in the correct car.

7. The teacher should check to see if the child has correctly placed the pictures in the cars.

## PICTURE DICTIONARY

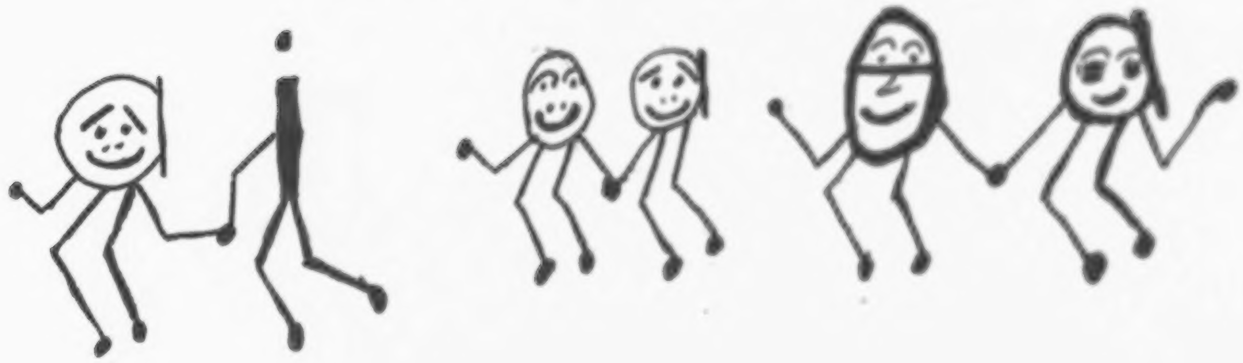
Have first graders cut out and save the pictures and words in "My Weekly Reader." Then make their own picture dictionaries by placing these words and pictures alphabetically on colored construction paper. This can be a part of their reading program. They can be given credit for this activity according to the number of words and pictures correctly placed and for the number of letters used. They also have the fun of designing and decorating the cover. Most of the children can do very well. An evelope type folder will keep the materials safely until used.





## VOWELS AND CONSONANTS

Two little vowels went walking
The first one did the talking



pain
rain
chain
train
wait
mail
tail
paid

toast
coat
goat
boat
toad
coal
soap
road
oak

eat
meat
heat
read
beat
leaf
east
seat
reap

E can make most consonants say

their names

Here comes E before the consonants to make them say their names.

1. Circle the first two letters in these words:

elephant enter Eskimo

empty effort extra

2. Circle the last two letters in these words:

hotel compel them

hem men when

3. Circle the two middle letters in these words:

theft left

### III & V. Letter-Sound Association Game

Purpose: For practice on initial consonants, initial blends, or rhyming words. Materials: Baseball diamond made of oak tag or firm paper.

Procedure: Each child tries to make a home run by thinking of a word that begins with each of the three letters as labeled on the bases. If the purpose is to teach rhyming words, place the words around the bases. The child thinks of a word that rhymes with each of the words on the bases.

### I,II & V. Listening

Poetry can be used to help develop good listening habits. "The Popcorn-Popper" by Dorothy Baruch is an example. Before reading the poem, ask if they would like to know this man. Reread the poem and ask them to listen for words that describe the popcorn and the noises that it makes. At the conclusion of the reading, list some of the descriptive words on the board as the children name them. Then discuss the noise the popcorn did make. This poem is good for choral reading, also.

#### The Popcorn-Popper

Group I
The popcorn man
At the park
Has a popping machine
Inside his cart.

Group II
He puts in dry, yellow brown,
Hard bits of corn
And soon--
Afaff...afaff...affafff--

All
The corn begins to laugh
And dance
And hop
And pop, and pop, and pop.

Solo Reader
And then--
I stand
And hold
The bag in my hand,

All
And the man
Pours it full
of puffy, fluffy, flaky,
Soft white
Popcorn.

## LISTENING ACTIVITIES

Children march to music, stomping loudly when the music is loud, tiptoeing quietly when the music is soft.

Compare sounds that are made by ringing a cowbell and a jingle bell; by blowing a big toy horn and a little one; by dropping an eraser and a block of wood; by tapping on a desk and on a folded piece of cloth; by a ticking alarm clock and a wrist watch; by walking and then tiptoeing across the room; by slamming a door and closing it gently. Ask of the children, which is the louder or softer of each pair of sounds.

## SOUND EFFECTS

Let the children produce sound effects, as if they were the sound-man on a radio program. So whether they can make the sound of rain (drumming fingers), of wind (blowing through a tube), of a galloping horse (tapping sticks on a box), of ocean waves (letting sand roll back and forth in a box), or of fire burning (crumpling cellophane.)

These same sound effects may be used at any time the children or the teacher are working with poetry. Lukewarm boys and girls soon find that poetry reading can be fun.

## NATURE SOUNDS

Play musical records that suggest the sounds of nature. Remark, "As I play this record, raise your hand when you hear a part that sounds like a waterfall---- like wind---- like a storm---- like a bumble bee---- like thunder---- like bells---- have the children listen to similar records and state in their own words what the music reminds them of.

## SEQUENCE

Produce three sounds (ring a bell, tap a table, shake a rattle), and have a child imitate the sequence. Have other children tell him which sound was *first*, which was *last*, and which was in the *middle*.

Produce three tones of different durrations. Have the children tell the position of the longest tone and of the shortest tone. For example, "The longest tone was the *middle* one."

## RIDDLES

There are several kinds of riddles to stimulate even the slowest thinker. Object of the riddles would be things in or around the classroom;

It could be a child, a teacher, a plant or tree. Interesting riddles can be made up using books and storybook characters.

## STUDY SKILLS AND RATE BUILDING

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Members of Group:

Doyal Akins
Pat Akins
Jerry Andrews
Trevie Crook
Phyllis Fountain
Gladys Gable
Rebecca Knight
Ruth Moore
Velma Newell
Helen Shoffeitt

## GENERAL PROCEDURES FOR STUDY SKILLS

Students must be able to master the study skills in order to complete any assignment. The students need to be proficient in several study skills. They are:

(1) selection and evaluation of important ideas and related details;
(2) location and organization of information;
(3) remembrance;
(4) following directions;
(5) additional specialized skills.

These skills should be taught by the teacher in the various subject areas and be developed through the use of textbooks. Teachers should teach only one lesson and they sould be developed in sequence, in order of difficulty. The teacher should take into consideration the needs of the students at all times.

The principles of teaching reading skills are more important than methods used.

These ideas that we are presenting are to serve only as guides to teachers teaching the study skills.

## MASTERING PERCEPTION SKILLS

Smooth, rhythmical reading is the result of quick recognition and perception and comprehension of the words. Skills in reading by thought units may be done through the use of tachistoscope devices.

One of the games we use for mastering this skill is

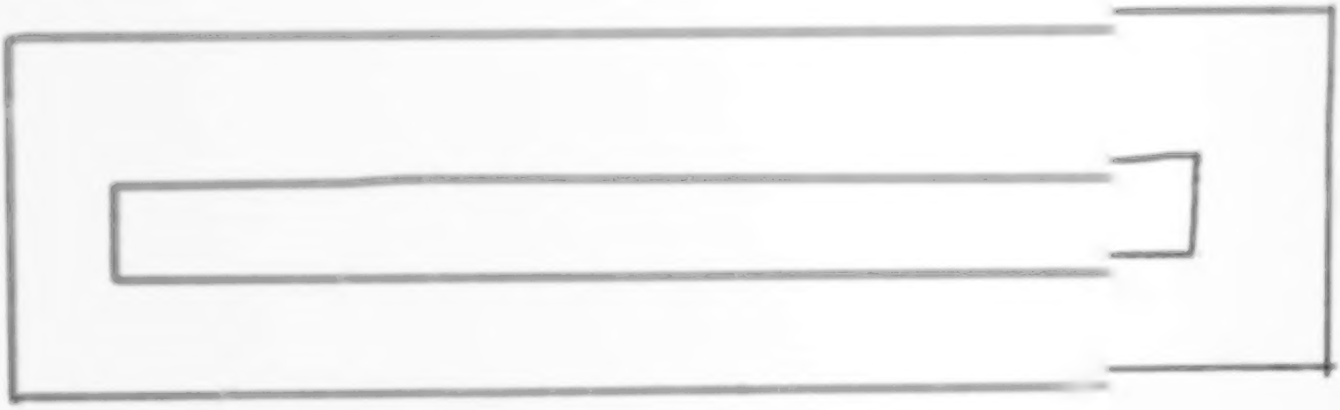
## THE TALKING INDIAN

To be a good reader one must be able to read a whole phrase with just one look. Thread the list of phrases through a sheet of paper with two horizontal slits two inches long or, more and about three-eighths of an inch wide, and use as a tool. Have a child look quickly at each group of words as it appears. He reads each group with just one look. Let him practice until he can read each group with a smooth speed. Make other phrase cards, too.

Cut Along dotted lines

an egg
as much
crack open
friendly chat
this farm
hatched yet
you are getting
she continued
their mother let
all around them
the duckling tried
some slender reeds
odor of clover
ran hither and thither
duck was sitting

run through slit, see below



## WHICH COMES FIRST

Alphabetize. Put the number in front of the word that comes first, second, third, etc.

_____bread

_____warm

_____look

_____pretty

_____gentle

_____region

_____tool

_____rope

_____church

_____gown

_____you

_____wagon

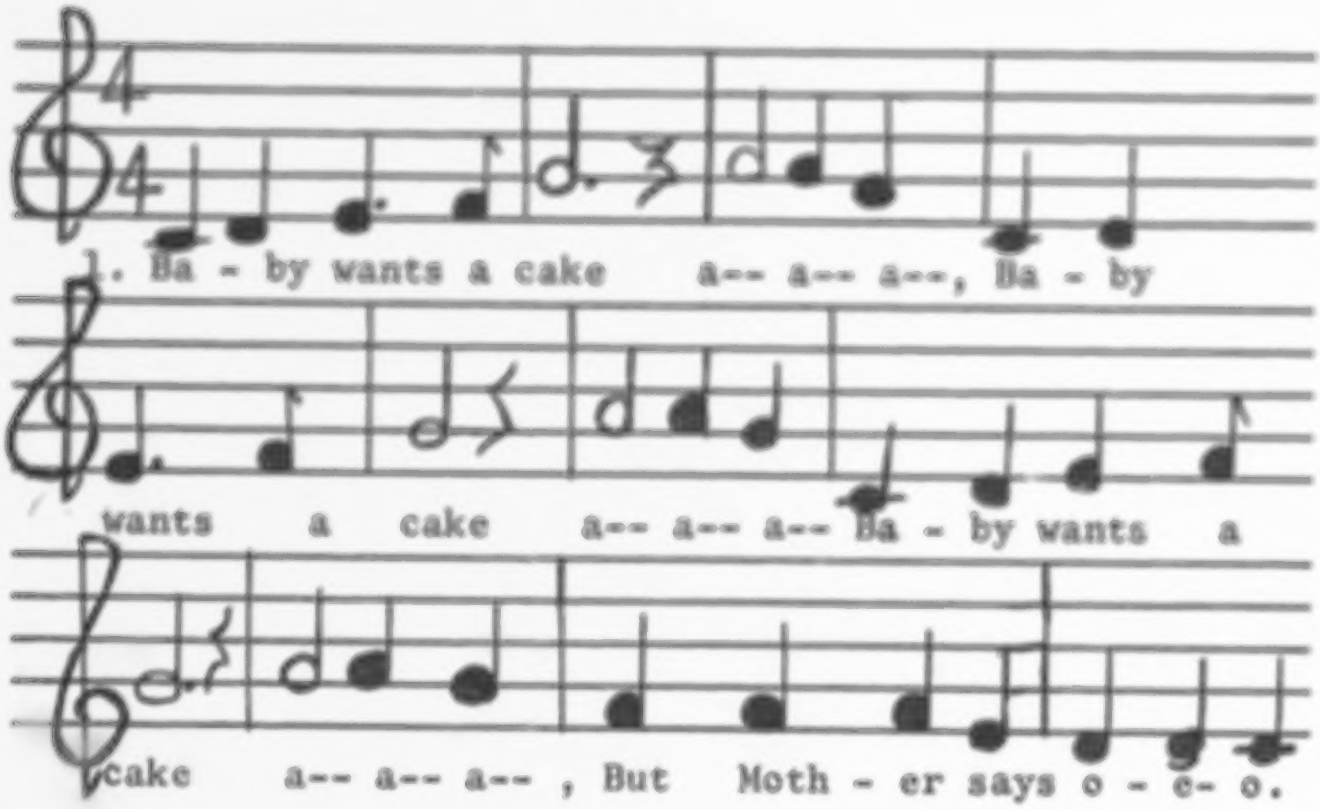
_____hatch

_____queen

## WORD DAY

Suggest one day each week as "New Word Day." Have each pupil in the class present a new word to the class, tell its meaning, and use it in a sentence. During the day the students and/or the teacher must hear them use their new word in their speaking vocabulary.

## THE VOWEL SONG


1. Ba - by wants a cake a-- a-- a--, Ba - by
wants a cake a-- a-- a-- Ba - by wants a
cake a-- a-- a-- , But Moth - er says o - e- o.

2. Baby wants a tree e - e - e,
Baby wants a tree e - e - e,
Baby wants a tree e - e - e,
But Mother says o - o - o.

3. Baby wants a five i - i - i,
Baby wants a five i - i - i,
Baby wants a five i - i - i,
But Mother says o - o - o.

4. Baby wants a rose o - o - o,
Baby wants a rose o - o - o,
Baby wants a rose o - o - o,
But Mother says o - o - o.

5. Baby wants a mule u - u - u,
Baby wants a mule u - u - u,
Baby wants a mule u - u - u,
But Mother says o - o - o.

Short Vowel Sounds and Other Vowel sounds can be sung to the tune:

Use these words:

| | | | |
|---|---|---|---|
| Cat | (a) | Saw | (aw) |
| Bed | (e) | Car | (ar) |
| Fish | (i) | Book | (oo) |
| Top | (o) | Cow | (ow) |
| Duck | (u) | Boy | (oy) |
| | | Moon | (oo) |
| | | Fur | (ur) |

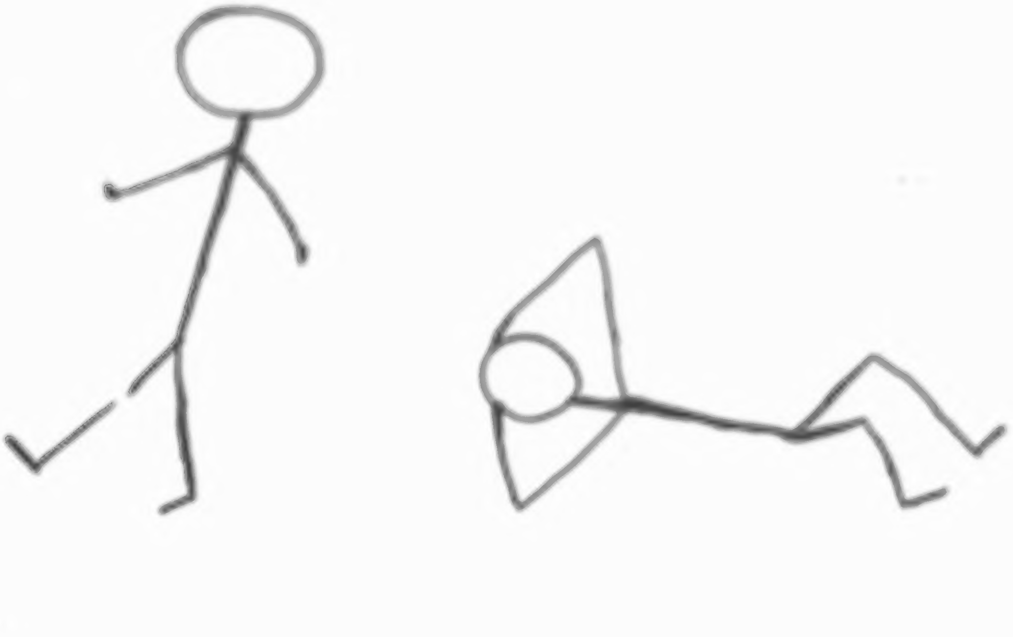
## LONG VOWEL SOUNDS AND SILENT VOWELS

Make stick men from pipe cleaners. One for wide awake or long vowels; one for the lazy or silent vowel.

Have two for each child or for a small group use. Using flash cards containing such words as boat, beet, train, kite, make, etc., the teacher points to the vowel.

The child or children hold up stick man which demonstrates whether the vowel is long or silent.

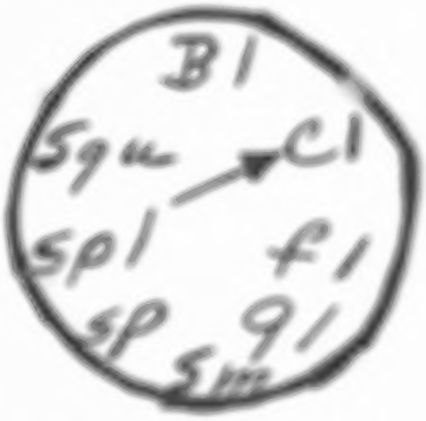
This is good review for second graders, and is good practice in remembering when the vowel sounds are long.



## IDEAS FOR CLASSROOM USE

### SECOND GRADE

Blend Sounds

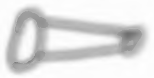


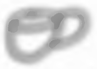
Dial is made of tag board. It can be cut out by pupils. Arrow turns to point to the blend the child hears.

The teacher says the word while the child listens for the blend sound. The child points arrow to the sound he hears. This may be adapted to vowel sounds and digraphs.

Filling in blanks with missing vowels

Examples

H rn 

c p 

g te

Use as seat work with ditto sheets or have words on board for use as extra help in sounding and spelling.

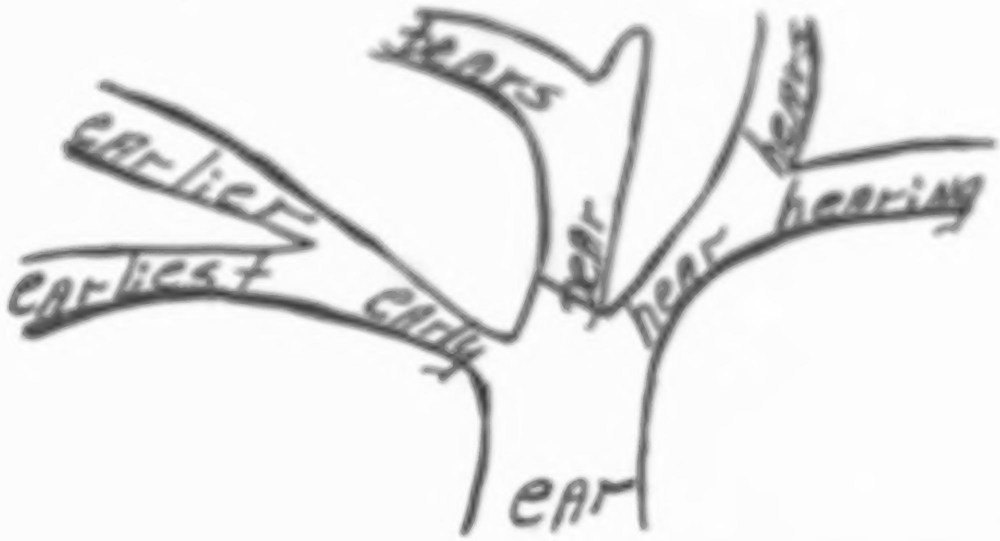
### DEVELOPING SOUNDS OF (EAR)

The three different sounds in spelling of ear--er (ear), ur(early), ar (bear).

Expand idea with use of suffixes, explaining how use of suffixes change root word.

This tree may be adapted to words with sound of ar, ar-e, air.

The tree may be drawn on board and filled during class discussion or it may be dittoed for each child to be his or her seat project.



## SILENT READING GAME

Most first graders enjoy this little game every day. No one speaks, or reads the sentence out loud that the teacher has written on the board, but the child gets up and does what the sentence asks or tells him to do.
Example: Mark, will you please open the door.
If Mark can read the sentence, he opens the door. If a child can't read his sentence, ask for a volunteer to help him. As much as is possible, use words from the reading vocabulary that you have each day.

## ALPHABET GAME

1. Give an alphabet card to each child. If you have a small group, several children will have two cards.

2. Will the A card go to the front of the room. We will line up from A to Z. Watch your cards and come to the front when it is your time.

3. All the vowels go to the left.

4. All the consonants go to the right.

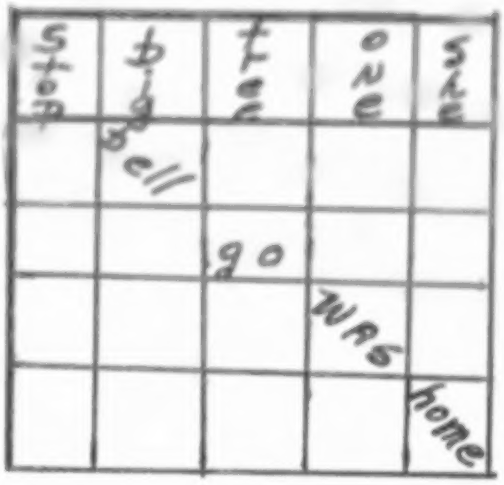
5. All the voiceless consonants go to the back of the room.

6. All the voiced consonants stand still.

7. Build simple words with the cards.

## SPELLING BINGO

Each student is given a sheet of paper marked off into twenty-five square blocks. In each block he is to copy a spelling word. The student is then given some blocks of colored paper the same size as those the spelling words were written in. The spelling words are called out and each one covers the words on his paper with colored blocks. The first one getting five words in one row covered, "Bingos" and then he gets to call the words until another "Bingos."



| | | | | |
|---|---|---|---|---|
| stop | big | tree | one | she |
| | bell | | | |
| | | go | | |
| | | | was | |
| | | | | home |

## OLYMPIC RACE

Purpose: To provide practice in rapid use of Dictionary

Players: Class, used in 7th grade.

Materials: One dictionary per two players

Directions: Group divided into two teams (as boys against girls - or odd numbers against even etc.) Pupils work in pairs with one dictionary to a pair. Teacher gives a word, one partner looks for word and puts his finger on it. The other partner raises his hand. The first team with all the signaling hands up wins the round. After five words are given, the partners change jobs, so that all players get to use the dictionary. Keep score on board. The first team to win ten races (score 10 points) wins the Olympics.

Adaptations: If there is an extra pupil, he may be score keeper or give out the words to be looked up.

Cautions: Dictionaries should be closed at start of each race. This game follows a dictionary lesson to re-emphasize dictionary skills. Begin by asking them what letter will they find in the center, three-fourths or one-fourth way, etc. Only when they begin to handle the dictionary easily will they make real use of it.

## READING GAMES

### Matching Headlines

This is to provide practice in finding the main idea in a paragraph. Select a short newspaper article separating the headlines from the articles. Put the headlines in one column and the articles (in rearranged order) in another column. The child is to match the article with the proper headlines.

## AUTHOR MATCH GAME

This game can be played with as few as two students or as many as want to play. It may also be played in groups with one group competing against another.

The students are given a list of authors and a list of books. The object is to match them. One point is given for each match. If the student finds other books by the same author which are not listed on the original sheets, a bonus of one point is given for each book.

## AUTHOR MATCH GAME CONTINUED

These books or authors may be looked up in the card catalog, or on the shelves. The person or team getting the highest score wins the game. A time limit is given for the game to be played.

### Examples

Asimov
Caudell
Bristow
Bell
Bronte
Farley
Breck
Emery
Brink
DuJardin
Costain
Crane
Conrad
Kane
London
Churchill
Cavanna
Holt
Kipling
Gerson
Knight
Hawthorne
Lancaster
Kjelgaard
Rawlings

Watch for a Tall White Sail
Snow in the River
Canary Yellow
Jane Eyre
Kona Summer
Sweet Sixteen
Nine Tomorrows
Celia Garth
Black Stallion
Red Badge of Courage
Senior Prom
Almost Like Sisters
Call of the Wild
Bride of Pendorric
The Crisis
Last Love
Lady of Arlington
Lord Jim
Captain Courageous
Irish Red
Old Hickory
Lassie Come-Home
The Yearling
Scarlet Letter
Blind Journey

## MOTIVATIONAL ACTIVITY

Class: Eighteen ninth grade students ranging in age from fifteen to seventeen. These students have constantly met with failure in their years of schooling. The class is called "speech" but is designed to teach these children to read, so that they can succeed in a regular classroom situation. The reading levels in this group range from 2.2 to 7.3.

## MOTIVATIONAL ACTIVITY CONTINUED

The activity that was the most successful as a motivating factor was the production of a simple one act play. These children had never been included in any activity that they felt was important. They became enthused over the idea of getting to work on the stage, but first things first. They soon realized that they must be able to *read and comprehend* the printed pages of the script. Classroom time was spent in the word recognition skills which would enable them to unlock words. Using *punctuation marks* as guides to the proper expression was made, each student had to *use the dictionary* to define any word he did not know.

Since comprehension is the skill so lacking in the reading of high school students, these students must learn to read *sentences*, not just call words; therefore, this skill was emphasized. The relationship between the printed symbols and a well organized thought that students respond to, is sometimes difficult to teach. It takes repeate experiences. The students have to see a *reason* for learning. Efforts should be made to build up self-respect and show them that they *can* improve. Therefore, use all available materials to make them feel that they are important and have a real place in classroom activities. Use of the tape recorder will help to give an incentive for self-improvement.

### WORD BUILDING GAME

Write a list of root words on the board. Have two students at a time to come to the board and form a new word by adding a prefix or a suffix. The student who forms the new word correctly is permitted to pronounce the word. If he pronounces the word correctly he scores a point for his team.

### SYNONYM GAME

Write a list of synonyms on the board. Write a sentence containing a synonym which isn't included in the list. Have two students find the synonym which could be used in place of the one in the sentence. The student who finds the synonym first is permitted to read the sentence. A point is scored for his team if he reads the sentence correctly.

## DICTIONARY QUIZ

This activity should follow a dictionary lesson. Have the students answer the questions in sentence form and give the reasons for their answers. This paper should help the students pick out the appropriate meaning that fits the sentence.

1. How ould your hair be fixed if it were plaited?
2. Would an atheist attend church regularly?
3. Would a rich queen have her gown made of calico?
4. Would you be complimented if someone said you were obnoxious?
5. Would you say a covered wagon was obsolete?
6. Would you be insulted if someone said you were uncouth?

## SYNONYMS - ANTONYMS - HOMONYMS

Synonyms are words meaning the same or nearly the same.

Antonyms are words with opposite or nearly opposite meanings.

Homonyms are words that sound alike, but they have different meanings and are spelled differently.

------------

Below are 20 pairs of words. Put an S in the blank if they are synonyms; put an A in the blank if the pair are Antonyms; and an H in the blank if they are homonyms.

| | | | |
|---|---|---|---|
| 1. | authentic | ________ | genuine |
| 2. | cancellation | ________ | nullification |
| 3. | changeable | ________ | variable |
| 4. | alliance | ________ | union |
| 5. | solid | ________ | liquid |
| 6. | revert | ________ | change |
| 7. | soar | ________ | sore |
| 8. | conserve | ________ | save |
| 9. | fowl | ________ | foul |
| 10. | acquaintance | ________ | stranger |
| 11. | affirmative | ________ | negative |
| 12. | acute | ________ | dull |
| 13. | required | ________ | obligatory |
| 14. | complementary | ________ | complimentary |
| 15. | democracy | ________ | aristocracy |
| 16. | emancipation | ________ | deliverance |
| 17. | chronic | ________ | acute |
| 18. | chord | ________ | cord |
| 19. | current | ________ | stream |
| 20. | eccentric | ________ | peculiar |

## USING THE DICTIONARY FOR ETYMOLOGY

### To What Languages Do The Following Words Owe Their Origins?

1. dachshund ______________________
2. dugong ______________________
3. gabardine ______________________
4. gambrel ______________________
5. harakiri ______________________
6. merge ______________________
7. naiad ______________________
8. opine ______________________
9. orchard ______________________
10. proofread ______________________
11. singe ______________________
12. stagnate ______________________
13. surcease ______________________
14. synapse ______________________
15. taboo ______________________
16. verdure ______________________
17. tepee ______________________
18. zucchetto ______________________
19. kindergarten ______________________
20. lariat ______________________

## PREFIXES ROOT WORDS SUFFIXES

A root word is a word from which other words may be formed. A new word can be formed by adding a prefix or suffix or both to the root word.

Pick out the prefix, the root word, and the suffix in the following words. Be careful, final e and final y have been dropped from some of the root words when the suffix was added. Replace the e and y when this has happened when you pick out the root word. Some of the words have both prefixes and suffixes.

| | Prefix | Root Word | Suffix |
|---|---|---|---|
| 1. unhappily | | | |
| 2. unusable | | | |
| 3. inexcusable | | | |
| 4. unforgiving | | | |
| 5. retreaded | | | |
| 6. indirectly | | | |
| 7. unbelievable | | | |
| 8. inexpertly | | | |
| 9. immovable | | | |
| 10. courageous | | | |
| 11. impolite | | | |
| 12. disagreeable | | | |
| 13. misbehaving | | | |
| 14. unchanging | | | |
| 15. inadvisable | | | |
| 16. production | | | |
| 17. starvation | | | |
| 18. studying | | | |
| 19. unlovable | | | |
| 20. dishearten | | | |

## INDEX SKILLS

MEDITERRANEAN, civilization of, 88, 162-63;
early navigation of, 148, 153;
race and peoples, 3, 68, 91-93;
valley, 122, 130.

METAL WORK, 605, 634; Arabic, 503;
Chinese, 142-3; French, 655

MONEY, Chinese, 462; Roman, 335, 347.

MOSCOW, 577, 658; Grand Duke of, 574; retreat from, 749.

Above is a portion of an index. Write the number of the page that you would find the following information:

1. What form of money do the Chinese use? ________
2. What forms of metal work are found in France? ______
3. What races of people live on the banks of the Mediterranean Sea? ____________
4. When were the earliest voyages made on the Mediterranean Sea? ____________
5. Who was connected with the "retreat" from Moscow? ____________
6. What crops are grown in the Mediterranean Valley? ______
7. Were the Chinese very interested in metal work? _______
8. Who was the Grand Duke of Moscow? ____________
9. Did the Romans use money? ____________
10. What is metal work? __________________